

**STATE DEPARTMENT OF EDUCATION
CONSENT AGENDA
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	APPOINTMENT TO THE PROFESSIONAL STANDARDS COMMISSION FOR STATE DEPARTMENT OF EDUCATION REPRESENTATIVE	Motion to approve
2	BYU-IDAHO PROGRAM APPROVAL (FOCUS VISIT)	Motion to approve
3	ADMINISTRATIVE STAFF ALLOWANCE WAIVER REQUESTS TO MEET ACCREDITATION STANDARDS	Motion to approve
4	WEISER SCHOOL DISTRICT OUT-OF-STATE TUITION WAIVER REQUEST	Motion to approve
5	2006-2007 ACCREDITATION SUMMARY REPORT OF IDAHO DISTRICTS AND SCHOOLS	Motion to approve
6	APPOINTMENT TO THE IDAHO STATE CURRICULAR MATERIALS SELECTION COMMITTEE	Motion to approve

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SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code Section 33-1252

BACKGROUND

There is currently a vacancy on the Professional Standards Commission, due to the resignation of Dr. Jana Jones. Her term of service was to expire on June 30, 2008. The Department is required to nominate a candidate to fill this position. Nominations will be submitted to the State Board of Education for consideration on the May 10-11, 2007 agenda.

DISCUSSION

The Department wishes to nominate Nick Smith, Deputy Superintendent of School Support Services, to fill the vacancy on the Professional Standards Commission. Smith is the Deputy Superintendent of the Division of School Support Services at the Department.

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Smith to the Professional Standards Commission.

BOARD ACTION

A motion to approve the request by the State Department of Education to approve the nomination of Smith to the Professional Standards Commission position.

Moved by_____Seconded by_____Carried Yes_____No_____

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REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

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SUBJECT

BYU – Idaho Program Approval (Focus Visit)

APPLICABLE STATUE, RULE, OR POLICY

Idaho State Board of Education Rules 08.02.02.100.01
Idaho Code Section 33-1258.

BACKGROUND

The Professional Standards Commission conducted an on-site evaluation of the teacher preparation program at Brigham Young University (BYU)-Idaho on October 16-20, 2004. The team evaluation recommended conditional approval of both the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On October 10, 2006, the required two-year focus visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the **Early Childhood/Early Childhood Special Education Blended** program by Stacey Jensen, and Glenn Orthel conducted the **Agriculture Education** program review.

To evaluate the programs, the team reviewed syllabi, student work samples, and interviewed faculty, student teaching supervisors, cooperating teachers, principals, program candidates and graduates.

DISCUSSION

Following the October 10, 2006 visit the state team found no new areas for improvement during their evaluation of the **Early Childhood/Early Childhood Special Education Blended** program, and all enhancement standards cited in the October 2004 onsite visit as requiring areas of improvement (due to a lack of candidates at that time) have been corrected as verified by the state team during the October 10, 2006, on-site visit.

Following the October 10, 2006 visit to evaluate the **Agricultural Education** program, however, new areas of improvement were identified as follows:

Core Standards

7.1 - Instructional Planning Skills - Evidence through interviews identified a lack of adequate preparation in Agriculture Mechanics as this preparation relates to instructional planning skills in connection with knowledge of subject matter and curriculum goals.

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Enhancement Standards

1.1 - Knowledge of Subject Matter -There is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

1.2 - Making Subject Matter Meaningful - Student teaching outside a teaching major provides insufficient evidence to evaluate program performance.

The Professional Standards commission reviewed the recommendations of the state team; reviewed the written rejoinder; substantiated the state report; and prepared an appropriate recommendation for State Board of Education consideration.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Report from focus visit

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Attachment 2 – Institutional rejoinder

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STAFF COMMENTS AND RECOMMENDATIONS

1. The Professional Standards Commission recommends that the State Board of Education grant **approval** for the **Early Childhood/Early Childhood Special Education Blended** Program (Birth to Grade 3) at BYU-Idaho.
2. The Professional Standards Commission recommends that the State Board of Education grant **conditional approval** for the **Agricultural Education** Program at BYU-Idaho.

BOARD ACTION

A motion to approve the State Department of Education's request to approve the Early Childhood/ Early Childhood Special Education Blended Program (Birth to Grade 3) at BYU Idaho.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to grant **conditional approval** for the **Agricultural Education** Program at BYU-Idaho.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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**STATE REVIEW FOCUS VISIT TEAM REPORT
BRIGHAM YOUNG UNIVERSITY – IDAHO**

**EARLY CHILDHOOD/EARLY CHILDHOOD SPECIAL EDUCATION BLENDED
AGRICULTURE EDUCATION**

October 10, 2006

Professional Standards Commission

Idaho State Board of Education

State Team:
Stacey Jensen
Glenn Orthel

State Observers:
Cina Oravez
Keith Potter

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I. INTRODUCTION

The Professional Standards Commission conducted an on-site evaluation of the teacher preparation program at Brigham Young University (BYU)-Idaho on October 16-20, 2004. The team evaluation recommended conditional approval of the Early Childhood/Early Childhood Special Education Blended Program and the Agriculture Education program. This recommendation was approved by the State Board of Education. Conditional approval by the State Board requires a focus review within two years from the date of the visit.

On October 10, 2006, the required two-year focus visit was conducted at BYU-Idaho by a state team composed of two evaluators and two state observers. The focus visit consisted of an evaluation of the Early Childhood/Early Childhood Special Education Blended program by Stacey Jensen, and Glenn Ortel conducted the Agriculture Education program review.

To evaluate the programs, the team reviewed syllabi, student work samples, and interviewed faculty, student teaching supervisors, cooperating teachers, principals, program candidates and graduates.

Standards 1, 3, 4, 7, 8 and 10 were evaluated for the Early Childhood/Early Childhood Special Education Blended program. The state team recommends approval of this program.

Standards 1, 3, 4, 5, 6, 7, 8 and 9 were evaluated for the Agriculture Education program. The state team recommends conditional approval of this program, thus requiring another focus visit within two years.

The review discussion for the Early Childhood/Early Childhood Special Education Blended program and for the Agriculture Education program is included as the next section of this report. A list of the BYU-Idaho program review interviewees concludes the report.

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II. PROGRAM REVIEW

BYU-Idaho
October 10, 2006

PROGRAMS	RECOMMENDATIONS
Early Childhood/Early Childhood Special Education Blended	Approved
Agriculture Education	Approved Conditionally

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III. TEAM FINDINGS

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: BYU-Idaho **Review Dates:** October 10, 2006
Standards(s) Reviewed: Early Childhood/Early Childhood Special Education
Blended

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

A review of teacher work samples; student work; interviews with student teachers, principals, cooperating teachers and a university supervisor indicates that teacher candidates demonstrate an adequate ability to create a balanced curriculum that helps students successfully apply their skills to many different situations, materials, and ideas. One cooperating teacher interviewed indicated that the candidates were knowledgeable enough to “jump right into” teaching the regular curriculum. She mentioned that this was much to their advantage, since their internship in the regular education classroom was such a short amount of time.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

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Interviews with program graduates, teacher candidates, a university supervisor, and a principal, as well as analysis of teacher work samples, student work, toddler lab activity plans, and case studies, indicate that teacher candidates demonstrate an adequate ability to access information about methods of care for young, medically fragile children who are dependent on technology.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Interviews with program graduates, teacher candidates, a university supervisor, and a principal, as well as analysis of teacher work samples, student work, toddler lab activity plans and video analysis of a candidate teaching, indicate that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment. The developmental preschool visited was arranged in a very developmentally appropriate way, with a dress-up area, a kitchen, a snack station, and art centers as well as lots of environmental print and language learning opportunities.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	

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7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	
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Interviews with a special education director, an infant/toddler liaison, student candidates, and program graduates, as well as analysis of case studies, resource files, and teacher work samples, indicate that teacher candidates demonstrate an adequate ability to provide information about family-oriented services based on the individualized family service plan (IFSP) and to support transitions across programs for young children and their families. Candidates and graduates interviewed are very knowledgeable about family-oriented services. The infant/toddler liaison interviewed agreed with this analysis.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies			X

Interviews with teacher candidates, program graduates, a special education director, a university supervisor, as well as analysis of case studies, teacher work samples, student work, and intern evaluations, indicate that teacher candidates demonstrate an in-depth ability to screen all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help). One candidate said the assessment class they were required to take was one of those you hate to love. She said it was the hardest class she had ever taken, but she eventually came to love it. Two graduates who were interviewed said that the assessment class made it so easy for them when they were hired to run a developmental preschool. They were very knowledgeable about the assessments used and were able to administer them, analyze them, and then provide necessary services to their students based on the results. Everyone interviewed mentioned the strength of the assessment knowledge candidates and graduates had.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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Element ENHANCEMENT	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships		X	

Interviews with teacher candidates, program graduates, faculty, and a cooperating teacher, as well as analysis of student work samples, case studies, student reflections, intern evaluations, and a DVD of a teacher candidate teaching a lesson, indicate that teacher candidates demonstrate an adequate ability to practice behavior congruent with the NAEYC and DEC Code of Ethics. Everyone interviewed spoke very highly of the professionalism these teacher candidates have when they leave the program and of their ability to interact with colleagues, parents and those involved from partnership schools.

Areas of Improvement:

New: None

Corrected: The following enhancement standards were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. These enhancement standards have been corrected as verified by the state team during the October 10, 2006, on-site visit.

NOTE: To show review continuity of the enhancement standards, the following enhancement standards were acceptable during the October 2004 onsite visit and remain acceptable as of the October 2006 review: 1.1, 3.1, 4.1, 7.1, and 8.1.

Enhancement Standards Corrected:

- 1.2** There is sufficient evidence to show that teacher candidates demonstrate an adequate ability to make subject matter meaningful to students in a PreK-12 school setting.
- 3.2** There is sufficient evidence that teacher candidates are able to access information about methods of care for young, medically fragile children who are dependent on technology.
- 4.2** There is sufficient evidence to indicate that teacher candidates are able to demonstrate an adequate repertoire of developmentally appropriate, multiple instructional strategies.
- 7.2** There is sufficient evidence to indicate that teacher candidates have adequate planning skills to provide for student needs and

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demonstrate an adequate ability to provide information about family-oriented services.

8.2 There is sufficient evidence to indicate that teacher candidates have adequate skills to use student assessment strategies to improve instruction.

10.1 There is sufficient evidence to indicate that teacher candidates have adequate skills to interact with colleagues, parents, and those involved from partnership schools.

Recommended Action for the Early Childhood/Early Childhood Special Education Blended Program (Birth to Grade 3) at BYU-Idaho

☒ **Approved**
☐ Approved Conditionally
☐ Not Approved

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**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: BYU-Idaho

Review Dates: October 10, 2006

Standards(s) Reviewed: Agriculture Education

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 1: Knowledge of Subject Matter - Enhancement 1.1 was rated as acceptable and 1.2 as meeting target.

A follow-up review on October 10, 2006, found Standard 1: Knowledge of Subject Matter – Enhancement: 1.1 as unacceptable and 1.2 as acceptable.

Through interviews with university personnel and a review of instructional materials that includes course descriptions and syllabi, there is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education.

Some candidates interviewed indicated that a lack of a practical high school agriculture education teaching background by BYU-Idaho Agriculture Education faculty limited their preparation for the candidate program responsibilities.

Agriculture mechanics was identified as a specialized occupational area where candidates lacked adequate preparation. Interviews with student teachers, cooperating teachers and principals noted that the program preparation in agriculture mechanics did not meet the requirements of the school's agriculture mechanics curriculum.

Several candidates interviewed were assigned to student teach in their major teaching area. One candidate interviewed, however, was assigned to student teach in a discipline outside his major preparation area.

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Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element ENHANCEMENT	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 3: Adapting Instruction for Individual Needs – Enhancement: 3.1 was rated as acceptable and 3.2 as unacceptable because the informal learning environment does not provide an adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate an understanding of adapting instruction to student needs during their student teaching. Candidates were able to identify students needing individual instruction, modify lesson planning and make instructional accommodations. Evidence through interviews with student teachers, cooperating teachers, principals and university supervisors documents the meeting of Standard 3: Adapting Instruction for Individual Needs – Enhancement: 3.1 and 3.2 as acceptable.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element CORE	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 4: Multiple

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Instructional Strategies – Core: 4.1 was rated as acceptable and 4.2 as unacceptable because there were no candidates to demonstrate the use of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

A follow-up review on October 10, 2006, found the unit provides evidence the candidates demonstrate an understanding of using a variety of instructional strategies during their student teaching. Candidates used technology, outside resources and hands-on teaching strategies as examples of their instructional activities. Evidence through interviews with student teachers, cooperating teachers, principals and university supervisors documents the meeting of Standard 4: Multiple Instruction Strategies – Core 4.1 and 4.2 as acceptable.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element CORE	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 5: Classroom Motivation and Management Skills -Core: 5.1 was rated as acceptable and 5.2 as unacceptable, since there were no candidates, and informal learning does not provide an adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate an understanding of creating a learning environment that is positive and allows engagement for learning. Candidate interviews expressed a need, however, to provide more practical and relevant instruction regarding classroom management in their training prior to student teaching. Evidence through interviews with cooperating teachers and principals documents the meeting of Standard 5: Classroom Motivation and Management Skills – Core: 5.1 and 5.2 as acceptable.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to

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foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element CORE	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 6: Communication Skills -Core: 6.1 was rated as acceptable and 6.2 as unacceptable, since there were no candidates, and informal learning does not provide adequate experience in formal classroom teaching to meet the intent of this standard during the initial program review.

A follow-up review on October 10, 2006, found the unit provides evidence that the candidates demonstrate the ability to communicate skills appropriate to the professional setting during their student teaching. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors documents the meeting of Standard 6: Communication Skills – Core 6.1 and 6.2 as acceptable.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element CORE	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals	X		
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 7: Instructional Planning Skills - Core 7.1 and 7.2 were rated as acceptable.

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A follow-up review on October 10, 2006, found Standard 7: Instructional Planning Skills – Core: 7.1 as unacceptable and 7.2 as acceptable. The unit provides evidence that while candidates demonstrate adequate understanding to plan and prepare instruction in most curricular areas, a concern regarding planning and preparing instruction in Agriculture Mechanics due to lack of preparation in subject matter knowledge was expressed through interviews with cooperating teachers and principals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element CORE	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 8: Assessment of Student Learning - Core: 8.1 was rated as acceptable and 8.2 as unacceptable because the application of these assessment strategies is dependant upon a formal classroom teaching experience that will occur when the teacher candidates become engaged in student teaching. At the time of this review, there were no candidates.

A follow-up review on October 10, 2006 found the unit provided evidence the candidates demonstrate an understanding of using assessment of student learning during their student teaching. Candidates were able to interpret assessment effectiveness and evaluate student performance. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors document the meeting of Standard 8: Assessment of Student Learning – Core 8.1 and 8.2 as acceptable.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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Element CORE	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing the Art and Science of Teaching		X	

On October 16-20, 2004, a state program approval team evaluated the Agriculture Education program for initial certification. Standard 9: Professional Commitment and Responsibility - Core: 9.1 was rated as acceptable and 9.2 as unacceptable because their candidates were unable to display an adequate ability to engage in purposeful mastery of the art and science of teaching as would be documented in the student teaching process.

A follow-up review on October 10, 2006, found the unit provides evidence the candidates demonstrate a commitment to professional teaching and display ability to engage in the mastery of the art and science of teaching. Evidence through interviews with candidates, cooperating teachers, principals and university supervisors documents the meeting of Standard 9: Professional Commitment and Responsibility – Core: 9.1 and 9.2 as acceptable.

Areas of Improvement:

NOTE: To show review continuity of the **core and enhancement** standards, the following enhancement standards were acceptable during the October 2004 onsite visit and remain acceptable as of the October 2006 review:

Core Standards: 4.1, 5.1, 6.1, 7.2, 8.1, 9.1
Enhancement Standards: 3.1

Core Standards Corrected: The following **core standards** were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. These enhancement standards have been corrected as verified by the state team during the October 10, 2006, on-site visit.

4.2 - Multiple Instructional Strategies

The review found the candidates demonstrate an understanding of using a variety of instructional strategies. This understanding was demonstrated during their student teaching and was documented

through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

5.2 - Classroom Motivation and Management Skills

The review found the candidates demonstrate an understanding of creating a learning environment that is positive and allows engagement for learning. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

6.2 - Communication Skills

The review found the candidates demonstrate the ability to communicate during their student teaching. This ability was documented through evidence collected by interview with candidates, cooperating teachers, principals and university supervisor.

8.2 - Assessment of Student Learning

The review found that candidates demonstrate an understanding of using assessment of student learning. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

9.2 - Professional Commitment and Responsibility

The review found the candidates demonstrate a commitment to professional teaching and display ability to engage in the mastery of the art and science of teaching. This commitment was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

Enhancement Standards Corrected: The following **enhancement standards** were cited in the October 2004 onsite visit as requiring areas of improvement due to a lack of candidates at that time. The following enhancement standard has been corrected as verified by the state team during the October 10, 2006, on-site visit.

3.2 - Accommodating Individual Learning Needs

The review found that candidates demonstrate an understanding of adapting instruction to student needs. This understanding was demonstrated during their student teaching and was documented through evidence collected by interviews with candidates, cooperating teachers, principals and university supervisor.

Areas of Improvement (continued):

New: Core Standards

7.1 - Instructional Planning Skills

Evidence through interviews identified a lack of adequate preparation in Agriculture Mechanics as this preparation relates to instructional planning skills in connection with knowledge of subject matter and curriculum goals.

New: Enhancement Standards

1.1 - Knowledge of Subject Matter

There is insufficient evidence that candidates have sufficient knowledge of subject matter to understand the philosophical principles and practices of professional-technical education.

1.2 - Making Subject Matter Meaningful

Student teaching outside a teaching major provides insufficient evidence to evaluate program performance.

Recommended Action for the Agriculture Education Program at BYU-Idaho.

☐ Approved
☒ **Approved Conditionally**
☐ Not Approved

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BYU-Idaho Program Review Interviewees

Administration

Max Checketts
Larry Thurgood
Van Christman

BYU-Idaho Faculty

Joyce Anderson
Mel Dewsnup
Larry Stephens
Dean Cloward

Adjunct Faculty

Elwood Wilson

Alumni

Kristen Croft
Hannah Hepworth
Reahn McKenna
Jacob Landin

Student Teaching Supervisors

Elwood Wilson
James Lauritsen
Marlene Mabey

Cooperating Teachers

Sharron Poole
Wade Messick
Robert Hale

Principals

Ben Lemmons
Jared Jenks
Charlie Barber

Program Candidates/Student Teachers

Samantha Neilson
Daniel Fulgham
Damian Smith
Christine Peterson

Other

Deborah Lund – Developmental Pre-School Supervisor
Jillisa Cranmer – Health and Welfare Liaison, Infant Toddler Program



Institutional Rejoinder

Brigham Young University – Idaho
Focused Visit – October 10, 2006
Early Childhood/Early Childhood Special Education Blended
Agriculture Education

We are grateful for the courteous and helpful visit from the review teams sent by the Idaho State Department of Education on 10 October, 2006 for the purpose of evaluating two of our Teacher Preparation programs. Stacey Jensen and Cina Oravez reviewed the Early Childhood/Early Childhood Special Education Blended program. Glenn Orthel and Keith Potter reviewed the Agriculture Education program. We appreciate the time and effort they expended to observe and interview students, cooperating teachers, principals, supervisors and university officials, together with the examination of documents and other evidence related to these educational programs. We know this took much time, and we appreciate their expertise and the professional manner in which this review was conducted.

This visit was beneficial in helping us understand the strengths and areas of needed improvement for each of these programs. We desire our teacher preparation programs to truly assist graduates in being completely qualified, to be exemplary and exceptional teachers, and to ensure that these programs and the graduates meet state standards.

Early Childhood/Early Childhood Special Education Blended program

Recommendation: Approved

Areas for improvement: None

Each standard reviewed was found to be acceptable, and in one case, Standard 8.2, in the target area. The university program director, Joyce Anderson and other professors have worked very hard to ensure that the Early Childhood/Early Childhood Special Education Blended Certificate program would truly prepare the graduates for this very important component of the teaching profession. We have some wonderful students who select this program for their major. It has been very interesting for me to help interview and witness the growth of these students and to share in their excitement as they have learned to teach and assist children with special needs and their families.

Larry L. Thurgood, Dean College of Education & Human Development 305 Hinckley Rexburg, ID 83460-1940
Phone (208) 496-1503 E-mail lthurgood@byui.edu Fax (208) 496-5503

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

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The approval by the State of Idaho of this program is only the beginning. Those involved in teaching and preparing future teachers are always working for improvement and a better way to teach and to help prospective teachers to excel. We are confident that this program will continue to produce well-prepared and enthusiastic teachers.

Agriculture Education

Recommendation: Conditional Approval

Areas for Improvement:

Standard 1.1

1. There is insufficient evidence to show that the unit provides instruction to teacher candidates in the area of philosophical principles and practices of professional-technical education.
2. There is a lack of practical high school agriculture education teaching background by BYU-Idaho Agriculture Education faculty.
3. Interviews with student teachers, cooperating teachers and principals noted that the program preparation in agriculture mechanics did not meet the requirements of the [high] school's agriculture mechanics curriculum.
4. One candidate interviewed . . . was assigned to student teach in a discipline outside his major preparation area.

Standard 5 (both elements were acceptable, but there was one concern expressed)

5. Candidate interviews expressed a need . . . to provide more practical and relevant instruction regarding classroom management in their training prior to student teaching.

Standard 7.1

6. While candidates demonstrate adequate understanding to plan and prepare instruction in most curricular areas, a concern regarding planning and preparing instruction in Agriculture Mechanics due to lack of preparation in subject matter knowledge was expressed through interviews with cooperating teachers and principals.

Response:

We appreciate the efforts of our Agriculture Education program director and instructors who work so hard to prepare great agriculture education teachers. They do a wonderful job and are working to make this a very productive program. We did have one unexpected challenge during the 10 October visit. It happened to be Potato Harvest in

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

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Eastern Idaho during that very week. As a result, several high schools were not in session and it was difficult to arrange for interviews with all the people we would have liked Glenn and Keith to see (many of them were involved with potato harvest). But, we still had some fine student teachers, supervisors and others to give them at least a sample of the caliber of graduates we are beginning to have from BYU-Idaho.

1. Though we feel that to a large extent, the principles and philosophy of professional-technical education are embedded in the coursework for the students, we will make a greater effort to identify them in the syllabi and classes, clarifying the significance of these principles to the students, that they will be more aware of the distinctions between educational philosophy and the philosophy of professional-technical education.
2. Regarding the concern that there is a lack of practical high school agriculture education teaching background among the faculty at BYU-Idaho: both Larry Stephens and Candis Duff (Candis left BYU-Idaho last year) have had high school agriculture education teaching experience. However, we seek to hire faculty who have this experience and will also continue our efforts to keep in touch with those currently teaching at the high school level so as to be aware of current challenges and issues which should be addressed in the agriculture education teacher preparation program.
3. There was a concern that insufficient preparation is given for teacher candidates in the area of agriculture mechanics. At the present time three agriculture mechanics courses are required with other mechanic courses available as electives. We will evaluate the mechanics classes and make every effort to improve the content and/or method of delivery, so that candidates will be prepared in every way in this area.
4. It was noted that an agriculture education major was not student teaching in his major. This is also a concern for us. There was a change in the Student Teaching Placement Director at the time this student was placed. Unfortunately, with the difficulty in securing a good placement for this student in the agriculture education area, he was placed in a related educational area in which he is qualified for an endorsement, but without the knowledge of the Agriculture Education program director. This is an isolated incident, and though the student teacher has glowing reports about his teaching ability, it is not in the area in which he should be gaining experience. We recognize this error and will correct it, so that it doesn't happen again.
5. This standard was rated as acceptable, but there was a statement that we want to address. It is that "candidate interviews expressed a need, however, to provide more

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

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practical and relevant instruction regarding classroom management in their training prior to student teaching.” It is our goal to assist with the improvement of these skills for each student, so they can student teach with greater confidence. Again, this area is acceptable and we won’t belabor the point, however, I know very few (if any) student teachers who feel they are well prepared for the rigors of classroom management.

6. A lack of understanding in planning and preparing instruction in Agriculture Mechanics was expressed. This would stem from the concern mentioned in 1.1 that there may not be sufficient instruction given in agriculture mechanics. Again, we will work to correct that concern. We also feel that had we been more diligent in arranging for a few more graduates to interview, and had we not been in the midst of Potato Harvest, the concern about agriculture mechanics instruction may not have been as much of an issue.

Summary

We again express our appreciation for this helpful experience. We are confident that any and all concerns will be addressed and corrected and look forward to the focused visit in two years for the Agriculture Education program. Thank you for the support, the perspective you have given and the encouragement for us to continue to build and strengthen our Teacher Education Department and programs at Brigham Young University –Idaho.

Sincerely,



Larry L. Thurgood, Dean
College of Education and Human Development

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Governing Uniformity*

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. (4-6-05)

**IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Administrative Staff Allowance waiver requests to meet Accreditation Standards.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004 (6), Idaho Code

BACKGROUND

These requests are presented annually to the State Board of Education. They are based on differences between the statutory administrative staff allowance and the administrative staff necessary to meet the administrative accreditation standard.

DISCUSSION

Moscow School District #281 is requesting an additional 0.37 FTE administrative staff to meet its accreditation standard.

Shoshone Joint School District #312 is requesting an additional 0.03 FTE administrative staff to meet its accreditation standard.

IMPACT

The granting of these waiver requests will increase salary and benefit apportionment for Moscow School District #281 and Shoshone Joint School District by \$29,473.90 and \$2,016.38, respectively.

ATTACHMENTS

Attachment 1 – Required Administrative FTE for NAAS Accreditation	Page 3
Attachment 2 – Letter from Moscow School District # 281	Page 5
Attachment 3 – Letter from Shoshone Joint School District # 312	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

The SDE recommends that the State Board of Education approve these administrative staff allowance waiver requests.

BOARD ACTION

A motion to approve the requests by Moscow School District #281 and Shoshone Joint School District #312 for additional administrative staff to meet accreditation standards to be funded by the FY 2007 Public School appropriation in the amounts of \$29,473.90 and \$2,016.38, respectively.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Districts and Administrative FTE for NAAS Accreditation – March 2007

	Enrollment	FTE Instructional Staff	Required FTE Administration
Moscow School District #281			
High School	579		2.0
Junior High School	621		2.0
Russell Elementary School	161	13.3	1.0
West Park Elementary School	273	15.6	1.0
McDonald Elementary School	444	25.1	1.0
Whitmore Elementary School	301	17.5	1.0
Superintendent			1.0
Total			9.0

	Enrollment	FTE Instructional Staff	Required FTE Administration
Shoshone School District #312			
High School	138		Not less than 0.5
Middle School	154		Not less than 0.5
Elementary School	288	16.2	1.0
Superintendent			1.0
Total			3.0

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Moscow School District 281

650 N. Cleveland, Moscow, ID 83843 (208) 882-1120 fax (208) 883-4440 www.sd281.k12.id.us

Dr. Candis R. Donicht, Superintendent
Sue Driskill, Business Manager

Kevin McDonough, Director of Special Services/Human Resources
Dr. Cindy Bechinski, Director of Curriculum

STATE OF IDAHO
OCT 11 2006

October 2, 2006

Tim Hill
Deputy Superintendent
State Department of Education
PO Box 83720
Boise ID 83720-0027

Dear Mr. Hill:

This is a request from the Moscow School District 281 as required by Idaho Code 33-1004 (6) to seek a waiver authorizing sufficient additional administrative staff to meet accreditation standards.

We are using Northwest Accreditation Standards for all of our schools (Moscow High School, Moscow Junior High School, A.B. McDonald Elementary, J. Russell Elementary, Lena Whitmore Elementary, and West Park Elementary). We need an administrative allowance of 9.0 FTE to meet accreditation standards. Our estimated administrative allowance for the current fiscal year is 8.6 FTE.

Please advise if there is any additional information needed. Thank you for your assistance.

Sincerely,



Candis R. Donicht
Superintendent

ae

"Investing in Our Children's Future"

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SHOSHONE JOINT SCHOOL DISTRICT 312
400 N. APPLE STREET
SHOSHONE, IDAHO 83352
(208) 886-2381

Melvin Wiseman
Superintendent ext 312

Shannon Harris
Business Manager ext 311

Heather Wallace
STATE District Clerk ext 310

February 25, 2007

Mr. Tim Hill
State Department of Education
PO Box 83702
Boise, Idaho 83702

RE: Funding for Administrative Units

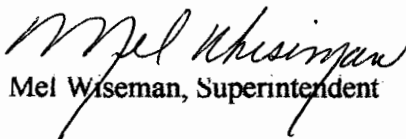
Mr. Hill:

Shoshone School District, as I am led to believe, by our preliminary reports will qualify for 2.9750 administrative FTE for this year's salary based apportionment report.

I am asking the State of Idaho to make this a full 3.000 FTE for administration, as the Shoshone School District meets the qualifications according to code

Please contact me if there is further information that you need.

Sincerely yours,


Mel Wiseman, Superintendent

We educate students to be lifelong learners and contributing citizens

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 10
FOUNDATION PROGRAM --
STATE AID -- APPORTIONMENT**

33-1004. STAFF ALLOWANCE. For each school district, a staff allowance shall be determined as follows:

(1) Using the daily attendance reports that have been submitted for computing the February 15th apportionment of state funds as provided in section 33-1009, Idaho Code, determine the total support units for the district in the manner provided in section 33-1002 8.b., Idaho Code;

(2) Determine the instructional staff allowance by multiplying the support units by 1.1. A district must demonstrate that it actually employs the number of certificated instructional staff allowed. If the district does not employ the number allowed, the staff allowance shall be reduced to the actual number employed;

(3) Determine the administrative staff allowance by multiplying the support units by .075;

(4) Determine the classified staff allowance by multiplying the support units by .375;

(5) Additional conditions governing staff allowance:

(a) In determining the number of staff in subsections (2), (3) and (4) of this section, a district may contract separately for services to be rendered by nondistrict employees and such employees may be counted in the staff allowance. A "nondistrict employee" means a person for whom the school district does not pay the employer's obligations for employee benefits. When a district contracts for the services of a nondistrict employee, only the salary portion of the contract shall be allowable for computations.

(b) If there are circumstances preventing eligible use of staff allowance to which a district is entitled as provided in subsections (2) and (3) of this section, an appeal may be filed with the state department of education outlining the reasons and proposed alternative use of these funds, and a waiver may be granted.

(c) For any district with less than forty (40) support units:

(i) The instructional staff allowance shall be calculated applying the actual number of support units. If the actual instructional staff employed in the school year is greater than the instructional staff allowance, then the instructional staff allowance shall be increased by one-half (1/2) staff allowance; and

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

(ii) The administrative staff allowance shall be calculated applying the actual number of support units. If the actual administrative staff employed in the school year is greater than the administrative staff allowance, then the administrative staff allowance shall be increased by one-half (1/2) staff allowance.

(iii) Additionally, for any district with less than twenty (20) support units, the instructional staff allowance shall be calculated applying the actual number of support units. If the number of instructional staff employed in the school year is greater than the instructional staff allowance, the staff allowance shall be increased as provided in paragraphs (i) and (ii) of this subsection, and by an additional one-half (1/2) instructional staff allowance.

(d) For any school district with one (1) or more separate secondary schools serving grades nine (9) through twelve (12), the instructional staff allowance shall be increased by two (2) additional instructional staff allowances for each such separate secondary school.

(e) Only instructional, administrative and classified personnel compensated by the school district from the general maintenance and operation fund of the district shall be included in the calculation of staff allowance or in any other calculations based upon staff, including determination of the experience and education multiplier, the reporting requirements, or the district's salary-based apportionment calculation. No food service staff or transportation staff shall be included in the staff allowance.

(6) In the event that the staff allowance in any category is insufficient to meet accreditation standards, a district may appeal to the state board of education, demonstrating the insufficiency, and the state board may grant a waiver authorizing sufficient additional staff to be included within the staff allowance to meet accreditation standards. Such a waiver shall be limited to one (1) year, but may be renewed upon showing of continuing justification.

(Emphasis added)

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Out-of-State Tuition waiver request.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code

BACKGROUND

For many years, high school students residing in the Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District #431. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District. In the past, the Weiser District Superintendent has sought to lower the per pupil tuition rate charged to more closely match the per pupil amount allocated by the state of Oregon to the Annex School District, and to help reduce expenses paid by Annex related to the Annex School District's transportation costs to transport students to Weiser. The request was denied as being contrary to state law.

The 2005 Legislature passed Senate Bill 1050, which amended section 33-1405, Idaho Code. The amendment allows a school district Board of Trustees to request from the State Board of Education a waiver of any portion of the tuition rate charged for each individual student transferring to an Idaho school district, for up to four years, subject to annual review by the local district Board of Trustees. Per the referenced statute, "Waivers must be requested before April 1 of the year prior to the operative date".

DISCUSSION

Weiser School District would like to continue to educate Annex School District high school students that consider themselves and their families part of the Weiser community. The Weiser School District has sufficient capacity to educate these students.

IMPACT

The requested tuition amount to be waived is approximately \$44.14 per student per month. This is the difference between Weiser School District's tuition rate of \$719.92 per student per month (2006-2007 rate), and Annex School District's estimated revenue of \$675.78 per student per month. These rates will be revised in each subsequent school year. This waiver will reduce the amount owed by the Annex School District by approximately \$14,699 in the 2007-2008 school year. Annex School District will provide transportation for its students to Weiser High School.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

ATTACHMENTS

Attachment 1 – Letter from Weiser School District #431	Page 3
Attachment 2 – Rationale for waiver	Page 5
Attachment 3 – Letter from Annex School District #29	Page 7

RECOMMENDATIONS

The SDE recommends that the State Board of Education approve Weiser School District's request for an out-of-state tuition waiver.

BOARD ACTION

A motion to approve the request as submitted by the Weiser School District #431 for an out-of-state tuition waiver for four years (2006-2007, 2007-2008, 2008-2009, 2009-2010).

Moved by _____ Seconded by _____ Carried Yes _____ No _____

APRIL 18-20, 2007

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672

PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

RECEIVED
FEB 08 2007
OFFICE OF THE IDAHO
STATE BOARD OF EDUCATION

January 17, 2007

The State Board of Education
PO Box 83720
Boise, ID 83720-0037

RE: Out-of-State Tuition Waiver (IC 33-1405)
Annex, Oregon students attending Weiser High School

The Weiser School District Board of Trustees requests that the State Board of Education waive a portion (\$44.14 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon.

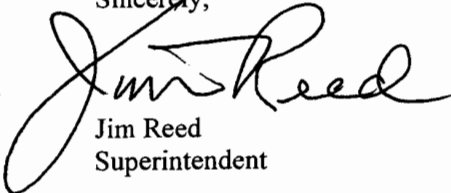
The Weiser School district is requesting the waiver for four years: 2006-07; 2007-08; 2008-09; 2009-2010 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$44.14 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of 25 to 35 Annex, Oregon students (representing about 5% of the Weiser High School student body) increases the cost of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex district provides the bus transportation to Weiser High School.

Attached, find a letter of support for the waiver by the Weiser School District Board of Trustees.

Sincerely,



Jim Reed
Superintendent

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HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

www.weiserschools.org

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WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 • FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

PETRA McDANIEL
Clerk

KYLA DICKERSON
Deputy Clerk

January 17, 2007

I. Rationale for Waiver

Annex families consider themselves a part of the Weiser community and they are active participants in many ways. They work, own businesses and property, shop, attend church, and participate in clubs and recreation activities in Weiser. It is also important to know that half of the Annex School District staff resides in Weiser.

Historically speaking, the Weiser and Annex districts have maintained a very positive and collaborative partnership. For approximately 50 years, if not longer, Annex students have been attending Weiser High School.

When considering the possible options for educating Annex high school students, having them attend Weiser High School is truly the most logical and safe arrangement. Annex simply does not have the resources to build a high school or to provide the same high caliber of education our students currently receive in Weiser. While Annex students may attend school in Ontario, Oregon or Huntington, Oregon the distance either way would create a long and sometimes treacherous commute.

Currently, the tuition Weiser is required to charge Annex exceeds the amount per student of funding they receive from the Oregon State School Fund and local revenue. Over the past decade the difference has continued to widen which has resulted in programs being cut at their elementary school in order to accommodate their high school population attending Weiser High School.

Recently, Annex looked into using a local option tax to raise additional funds for high school tuition. However, due to Oregon's Measure 5 and Measure 50 limitations, they were not able to do so. According to Malheur County officials, Annex could raise a total of \$3.00.

In summary, Annex School District would like to continue sending high school students into Weiser because it is simply the most logical and appropriate placement for them given the cohesiveness of our communities. Unfortunately, it has become increasingly difficult for Annex to afford the cost. For many years our districts worked together to determine an appropriate rate of tuition: a rate that ensured Annex paid their fair share and that Weiser was adequately compensated. Annex and Weiser would like to be able to do that again.

WEISER SCHOOL DISTRICT BOARD OF TRUSTEES

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HIGH ACHIEVEMENT

WEISER SCHOOLS
www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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APRIL 18-20, 2007

Jan 30 07 12:00p

Annex School

541-262-3280

P. 2

402 Annex Road
Ontario, Oregon 97914

phone 541-262-3280
fax 541-262-3578

Annex School District 29

January 30, 2007

Dear Mr. Reed,

According to our most recent estimate, as of July 10, 2006, we are anticipating a per pupil allocation for the 2006-2007 school year of \$6,082 from local and state revenue sources. I have attached a copy of this estimate for your records.

Currently, there are 37 Annex students enrolled at Weiser High School. Using the tuition rate of \$719.92 per month per student determined by the State of Idaho we would be expected to pay approximately \$239,733. Based on the estimate given above, we will receive approximately \$225,034 from local and state sources. This results in a difference of \$14,699. When looked at on a per month basis, Annex School District's revenue estimate is \$675.78 per student. The difference then equals \$44.14 per student per month.

As mentioned in former correspondence, over the past decade the difference between what Annex receives for educating our high school students and the tuition rate set by the state of Idaho has continued to create a hardship for our district. This has contributed in programs being cut at our elementary school in order to accommodate our high school population. The district can no longer afford the financial hardship or its effect on our elementary students, their families and the staff.

Thank you for continuing to pursue a waiver from the State of Idaho for the portion of our 2006-2007 tuition bill, and of the subsequent three years, that exceeds the amount we receive from local and state revenue sources. We truly appreciate your effort to ensure that our high school students may continue to attend Weiser High School and contribute to the Weiser community that most Annex families consider their own.

Sincerely,



Darbie Dennison
Superintendent

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 33
EDUCATION
CHAPTER 14
TRANSFER OF PUPILS**

33-1405. RATES OF TUITION -- TUITION CERTIFICATES. The state department of education shall prepare and distribute all necessary forms; and shall issue to each school district, annually, a tuition certificate bearing a serial number, which certificate shall authorize the receiving district to charge and to bill for the tuition of its nonresident pupils where tuition has not been waived.

In determining tuition rates to be charged by any creditor school district, the state department of education shall compute the sum of that district's maintenance and operation costs, depreciation on its buildings, equipment, and other property, and the interest, if any paid by it on bonded debt or registered warrants. The said state department of education shall then compute what proportion of the sum of said costs, depreciation and interest is allocable to elementary schools, and what proportion is allocable to secondary schools, in the district. The proportion allocable to elementary schools shall then be divided by the average daily attendance of elementary school pupils, and the proportion allocable to secondary schools shall be divided by the average daily attendance of secondary school pupils, in the district, and the amount so determined shall be the gross per-pupil cost, elementary or secondary, as the case may be. The net per-pupil cost shall be the gross per-pupil cost less the per-pupil apportionment to the district of any foundation program funds.

Computations of tuition rates shall be made as of the school year next preceding the year for which tuition charges are determined and made.

Charges for tuition made by any creditor school district shall be its net per-pupil cost, as hereinabove defined; except that its gross per-pupil cost shall be charged where any pupil has transferred to the creditor district by transfer other than one prescribed by section 33-1403, Idaho Code, or where the home district of any pupil attending school in the creditor district is without the state of Idaho.

The board of trustees of a school district may request a waiver from the state board of education of any portion of the tuition rate determined pursuant to this section. A waiver request must be made for each individual student, and may be requested for up to four (4) years, subject to annual review by the local board of trustees. Waivers must be requested before April 1 of the year prior to the operative date.

(Emphasis added)

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

2006-2007 Accreditation Summary Report of Idaho Districts and Schools

APPLICABLE STATE, RULE OR POLICY

Idaho State Board Rule 08.02.02.140

Idaho Code Section 33-119

BACKGROUND

According to Idaho Code, Section 33-119, all public schools in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. Pursuant to the adoption of Administrative Rules of the State Board of Education (IDAPA 08.02.02.140) on April 1, 2005, the State Department of Education (SDE) developed a new state process that accredits districts as well as schools and requires district and school personnel to 1) engage in strategic and continuous improvement planning and 2) participate in periodic self-assessments on quality indicators for Idaho's newly-adopted school and district accreditation standards.

DISCUSSION

During the 2005-2006 school year, the SDE conducted a field test of its web-based Continuous Improvement Planning (CIP) Tool with all public districts and schools, including charter schools and state institutions, and any private school that chose to be state accredited. The CIP Tool, now in full use, consolidates multiple state and federal planning requirements at the school and district level within a comprehensive planning format. The following programs are currently incorporated within the CIP Tool:

- State and Northwest Accreditation
- Consolidated Federal Funds Application
- NCLB School and District Improvement
- Gifted & Talented
- Special Education
- Technology
- Title I Targeted Assistance and Schoolwide Planning
- Idaho Reading Indicator

During the 2006-2007 school year, the SDE conducted a field test of the online school and district self-assessments on the quality indicators for the state accreditation standards. District and school administrators completed the self-assessments by referencing draft scoring rubrics that defined each quality indicator in terms of four levels of performance: fully met, mostly met, partially met, and not presently met. District and school administrators provided the State Accreditation Committee and the SDE accreditation coordinator with constructive feedback for the refinement of the self-assessments and scoring rubrics. Final revisions to the self-assessment tools will be completed this spring.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

The self-assessments had greatest value when administrators used them collaboratively with district or school leadership teams, faculty and parents to evaluate current school and district performance. Schools and districts will be expected to utilize the standards self-assessments within the context of more comprehensive needs assessments conducted by the local education agencies. Self-assessment results should be used to assist districts and schools in identifying relevant goals and objectives to be included in their continuous improvement plans.

To receive accredited status for the 2006-2007 school year, each district and school was required to complete their respective standards self-assessment for the field test and continue development of their actions plans within the CIP Tool. The State Accreditation Committee, which represents each region of the state, met the second week of March to review completion of the self-assessments and recommend accreditation approval ratings for each district, state institution, public school and participating private school. The Committee recommends one of three ratings for districts and schools this year:

1. **Approved:** The district or school satisfactorily completed the self-assessment and achieved a score of 80% or above.
2. **Approved with Comment:** The district or school satisfactorily completed the self-assessment and achieved a score of 79% or less.
3. **Not Approved:** The district or school failed to complete the standards self-assessment.

Districts and schools not completing a self-assessment by the time of this report will be provided an additional opportunity to fulfill this year's accreditation requirements. An addendum report will be presented to the Board at its June meeting.

Beginning with the 2007-2008 school year, the following accreditation rating scale will be in effect for state-accredited districts and schools:

1. **Approved:** 380-475 points (80% or above)
2. **Approved with Comment:** 350-379 points
3. **Advised:** 325-349 points
4. **Warned:** 300-324 points
5. **Not Approved:** 299 points and below

IMPACT

N/A

ATTACHMENTS

Attachment 1 - Summary Report

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the approval of the 2006-2007 Accreditation Summary Report of Idaho Districts and Schools.

STATE DEPARTMENT OF EDUCATION
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BOARD ACTION

A motion to approve the request by the State Department of Education to approve the 2006-2007 Accreditation Summary Report of Idaho Districts and Schools as submitted.

Moved by _____, seconded by _____ and Carried Yes_____ No_____

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ACCREDITATION SUMMARY REPORT OF IDAHO DISTRICTS AND SCHOOLS 2006-2007



Tom Luna
State Superintendent
of Public Instruction

Nick Smith
Deputy Superintendent, Division of
District Support Services

Shannon Page
Coordinator of State and Northwest
Accreditation

**STATE DEPARTMENT OF EDUCATION
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**STATE DEPARTMENT OF EDUCATION
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SUMMARY OF ACCREDITATION RATINGS BY INSTITUTION

INSTITUTION	APPROVED	APPROVED WITH COMMENT	NOT APPROVED	TOTAL
Public School Districts	93	5	16	114
State Charter Schools	7	1	3	11
Public Schools within Districts	584	24	12	620
State/Federal Institutions	8	0	0	8
Private Schools	21	0	1	22
TOTAL	713	30	32	775

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LISTING OF SCHOOL DISTRICTS AND STATE CHARTER SCHOOLS

Number	School District/State Charter School	Accreditation Rating
001	Boise Independent District	Approved
002	Meridian District	Approved
003	Kuna District	Approved
011	Meadows Valley District	Approved
013	Council District	Approved
021	Marsh Valley Joint District	Approved
025	Pocatello District	Approved
033	Bear Lake County District	Approved
041	St. Maries Joint District	Approved
044	Plummer-Worley Joint District	Approved
052	Snake River District	Approved
055	Blackfoot District	Approved
058	Aberdeen District	Approved
059	Firth District	Approved
060	Shelley Joint District	Approved
061	Blaine County District	Approved
071	Garden Valley District	Approved
072	Basin District	Approved
073	Horseshoe Bend District	Not Approved
083	West Bonner County District	Approved
084	Lake Pend Oreille District	Approved
091	Idaho Falls District	Approved
092	Swan Valley Elementary District	Approved
093	Bonneville Joint District	Approved
101	Boundary County District	Approved
111	Butte County Joint District	Approved
121	Camas County District	Not Approved
131	Nampa District	Approved
132	Caldwell District	Approved
133	Wilder District	Approved
134	Middleton District	Approved w/ Comment
135	Notus District	Approved w/ Comment
136	Melba Joint District	Approved
137	Parma District	Approved
139	Vallivue District	Approved
148	Grace Joint District	Approved
149	North Gem District	Approved
150	Soda Springs Joint District	Approved
151	Cassia County Joint District	Approved
161	Clark County District	Not Approved
171	Orofino Joint District	Approved
181	Challis Joint District	Approved
182	Mackay Joint District	Approved
191	Prairie Elementary District	Approved
192	Glenns Ferry Joint District	Approved

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Number	School District/State Charter School	Accreditation Rating
193	Mountain Home District	Approved
201	Preston Joint District	Approved
202	West Side Joint District	Not Approved
215	Fremont County Joint District	Approved
221	Independent District of Emmett	Approved w/ Comment
231	Gooding Joint District	Approved
232	Wendell District	Approved
233	Hagerman Joint District	Not Approved
234	Bliss Joint District	Not Approved
241	Grangeville Joint District	Approved
242	Cottonwood Joint District	Approved
251	Jefferson County Joint District	Approved
252	Ririe Joint District	Approved
253	West Jefferson District	Approved w/ Comment
261	Jerome Joint District	Approved
262	Valley District	Not Approved
271	Coeur d' Alene District	Approved
272	Lakeland District	Approved
273	Post Falls District	Approved
274	Kootenai District	Approved
281	Moscow District	Approved
282	Genesee Joint District	Approved
283	Kendrick Joint District	Approved
285	Potlatch District	Approved w/ Comment
287	Troy District	Approved
288	Whitepine Joint District	Approved
291	Salmon District	Approved
292	South Lemhi District	Approved
302	Nez Perce Joint District	Not Approved
304	Kamiah Joint District	Approved
305	Highland Joint District	Not Approved
312	Shoshone Joint District	Approved
314	Dietrich District	Not Approved
316	Richfield District	Not Approved
321	Madison District	Approved
322	Sugar-Salem Joint District	Not Approved
331	Minidoka County Joint District	Approved
340	Lewiston Independent District	Approved
341	Lapwai District	Approved
342	Culdesac Joint District	Not Approved
351	Oneida County District	Approved
363	Marsing Joint District	Approved
364	Pleasant Valley Elementary District	Approved
365	Bruneau-Grand View Joint District	Approved
370	Homedale Joint District	Approved
371	Payette Joint District	Approved
372	New Plymouth District	Approved

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Number	School District/State Charter School	Accreditation Rating
373	Fruitland District	Approved
381	American Falls Joint District	Approved
382	Rockland District	Approved
383	Arbon Elementary District	Not Approved
391	Kellogg Joint District	Approved
392	Mullan District	Approved
393	Wallace District	Approved
394	Avery District	Not Approved
401	Teton County District	Approved
411	Twin Falls District	Approved
412	Buhl Joint District	Not Approved
413	Filer District	Approved
414	Kimberly District	Approved
415	Hansen District	Approved
416	Three Creek Joint Elementary District	Approved
417	Castleford District	Approved
418	Murtaugh Joint District	Approved
421	McCall-Donnelly District	Approved
422	Cascade District	Approved
431	Weiser District	Approved
432	Cambridge Joint District	Approved
433	Midvale District	Approved
460	The Academy at Roosevelt Center (ARC)	Not Approved
455	Compass Charter School	Approved
456	Falcon Ridge Charter School	Not Approved
459	Garden City Community School	Approved w/ Comment
452	Idaho Virtual Academy	Approved
457	Inspire Virtual Charter School	Approved - NAAS
458	Liberty Charter School	Approved - NAAS
453	Richard McKenna Charter High School	Approved - NAAS
454	Rolling Hills Public Charter School	Approved - NAAS
461	Taylor's Crossing Charter School	Approved
451	Victory Charter School	Not Approved

**STATE DEPARTMENT OF EDUCATION
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LISTING OF PUBLIC SCHOOLS BY DISTRICT

School Name	School Type	Accreditation Rating
001 BOISE INDEPENDENT DISTRICT		
Adams Elementary School	Elementary School	Approved
Amity Elementary School	Elementary School	Approved
Anser Charter School	Elementary School	Approved
Boise Senior High School	High School	Approved - NAAS
Borah Senior High School	High School	Approved - NAAS
Capital Senior High School	High School	Approved - NAAS
Cole Elementary School	Elementary School	Approved
Collister Elementary School	Elementary School	Approved
Cynthia Mann Elementary School	Elementary School	Approved
East Junior High School	Middle/Jr. High School	Approved
Fairmont Junior High School	Middle/Jr. High School	Approved
Fort Boise Middle High School	Alternative High School	Not Approved
Franklin Elementary School	Elementary School	Approved
Garfield Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Hidden Springs Charter School	Elementary School	Approved w/ Comment
Highlands Elementary School	Elementary School	Approved
Hillcrest Elementary School	Elementary School	Approved
Hillside Junior High School	Middle/Jr. High School	Approved
Horizon Elementary School	Elementary School	Approved
Jackson Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Koelsch Elementary School	Elementary School	Approved
Les Bois Junior High School	Middle/Jr. High School	Approved
Liberty Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Lowell Elementary School	Elementary School	Approved w/ Comment
Maple Grove Elementary School	Elementary School	Approved
McKinley Elementary School	Elementary School	Approved
Monroe Elementary School	Elementary School	Approved
Mountain Cove High School	Alternative High School	Not Approved
Mountain View Elementary School	Elementary School	Approved
North Junior High School	Middle/Jr. High School	Approved
Owyhee Elementary School	Elementary School	Approved
Pierce Park Elementary School	Elementary School	Approved w/ Comment
Riverglen Junior High School	Middle/Jr. High School	Approved
Riverside Elementary School	Elementary School	Approved
Roosevelt Elementary School	Elementary School	Approved
Shadow Hills Elementary School	Elementary School	Approved
South Junior High School	Middle/Jr. High School	Approved
Timberline High School	High School	Approved - NAAS
Trail Wind Elementary School	Elementary School	Approved
Valley View Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
West Junior High School	Middle/Jr. High School	Approved
White Pine Elementary School	Elementary School	Approved
Whitney Elementary School	Elementary School	Approved

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School Name	School Type	Accreditation Rating
Whittier Elementary School	Elementary School	Approved
William H. Taft Elementary School	Elementary School	Approved
002 MERIDIAN JT DISTRICT		
Cecil D. Andrus Elementary School	Elementary School	Approved
Centennial High School	High School	Approved - NAAS
Central Academy	Alternative High School	Approved
Chaparral Elementary School	Elementary School	Approved
Chief Joseph Elementary School	Elementary School	Approved
Christine Donnell School of the Arts	Elementary School	Approved
Crossroads Middle School	Alternative Jr. High School	Approved
Desert Sage Elementary School	Elementary School	Approved
Discovery Elementary School	Elementary School	Approved
Eagle Academy	Alternative High School	Approved - NAAS
Eagle Elementary School	Elementary School	Approved
Eagle High School	High School	Approved - NAAS
Eagle Hills Elementary School	Elementary School	Approved
Eagle Middle School	Middle/Jr. High School	Approved
Eliza Hart Spalding Elementary School	Elementary School	Approved
Frontier Elementary School	Elementary School	Approved
Joplin Elementary School	Elementary School	Approved
Lake Hazel Elementary School	Elementary School	Approved
Lake Hazel Middle School	Middle/Jr. High School	Approved
Lewis & Clark Middle School	Middle/Jr. High School	Approved
Linder Elementary School	Elementary School	Approved
Lowell Scott Middle School	Middle/Jr. High School	Approved
Mary McPherson Elementary School	Elementary School	Approved
McMillan Elementary School	Elementary School	Approved
Meridian Academy	Alternative High School	Approved
Meridian Technical Charter High School	High School	Approved - NAAS
Meridian Elementary School	Elementary School	Approved
Meridian High School	High School	Approved - NAAS
Meridian Medical Arts Charter High School	High School	Not Approved
Meridian Middle School	Middle/Jr. High School	Approved
Mountain View High School	High School	Approved - NAAS
North Star Charter School	Elementary School	Not Approved
Pathways Middle School	Alternative Jr. High School	Not Approved
Pepper Ridge Elementary School	Elementary School	Approved
Peregrine Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Ponderosa Elementary School	Elementary School	Approved
Prospect Elementary School	Elementary School	Approved
River Valley Elementary School	Elementary School	Approved
Sawtooth Middle School	Middle/Jr. High School	Approved
Seven Oaks Elementary School	Elementary School	Approved
Silver Sage Elementary School	Elementary School	Approved
Star Elementary School	Elementary School	Approved
Summerwind Elementary School	Elementary School	Approved
Ustick Elementary School	Elementary School	Approved
003 KUNA JT DISTRICT		
Fremont H. Teed Elementary School	Elementary School	Approved

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School Name	School Type	Accreditation Rating
Hubbard Elementary School	Elementary School	Approved
Indian Creek Elementary School	Elementary School	Approved
Kuna High School	High School	Approved - NAAS
Kuna Middle School	Middle/Jr. High School	Approved
Reed Elementary School	Elementary School	Approved
Ross Elementary School	Elementary School	Approved
011 MEADOWS VALLEY DISTRICT		
Meadows Valley K-12 School	K-12 School	Approved - NAAS
013 COUNCIL DISTRICT		
Council Elementary School	Elementary School	Not Approved
Council Jr./Sr. High School	High School	Approved - NAAS
021 MARSH VALLEY JT DISTRICT		
Downey Elementary School	Elementary School	Approved
Inkom Elementary School	Elementary School	Approved
Lava Elementary School	Elementary School	Approved
Marsh Valley High School	High School	Approved - NAAS
Marsh Valley Middle School	Middle/Jr. High School	Approved
Mountain View Elementary School	Elementary School	Approved
025 POCATELLO DISTRICT		
Alameda Center	Alternative High School	Approved
Century Senior High School	High School	Approved - NAAS
Chubbuck Elementary School	Elementary School	Approved
Claude A. Wilcox Elementary School	Elementary School	Approved
Edahow Elementary School	Elementary School	Approved
Franklin Middle School	Middle/Jr. High School	Approved - NAAS
Gate City Elementary School	Elementary School	Approved
Greenacres Elementary School	Elementary School	Approved
Hawthorne Middle School	Middle/Jr. High School	Approved
Highland Senior High School	High School	Approved - NAAS
Indian Hills Elementary School	Elementary School	Approved w/ Comment
Irving Middle School	Middle/Jr. High School	Approved - NAAS
Jefferson Elementary School	Elementary School	Approved
Lewis & Clark Elementary School	Elementary School	Approved
Pocatello Community Charter School	Elementary School	Approved
Pocatello High School	High School	Approved - NAAS
Rulon M. Ellis Elementary School	Elementary School	Approved
Syringa Elementary School	Elementary School	Approved
Tendoy Elementary School	Elementary School	Approved
Tyhee Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved
033 BEAR LAKE COUNTY DISTRICT		
A. J. Winters Elementary School	Elementary School	Approved
Bear Lake High School	High School	Approved - NAAS
Bear Lake Middle School	Middle/Jr. High School	Approved
Georgetown Elementary School	Elementary School	Approved
Paris Elementary School	Elementary School	Approved
041 ST MARIES JT DISTRICT		

**STATE DEPARTMENT OF EDUCATION
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School Name	School Type	Accreditation Rating
Heyburn Elementary School	Elementary School	Approved
St. Maries High School	High School	Approved - NAAS
St. Maries Middle School	Middle/Jr. High School	Approved
UpRiver Elem/Jr. High School	Elementary School	Approved

044 PLUMMER-WORLEY JT DISTRICT

Lakeside Elementary School	Elementary School	Approved
Lakeside High School	High School	Approved - NAAS
Lakeside Middle School	Middle/Jr. High School	Approved

052 SNAKE RIVER DISTRICT

Idaho Leadership Academy	High School	Approved
Moreland Elementary School	Elementary School	Approved
Riverside Elementary School	Elementary School	Approved
Rockford Elementary School	Elementary School	Approved
Snake River High School	High School	Approved - NAAS
Snake River Junior High School	Middle/Jr. High School	Approved
Snake River Middle School	Middle/Jr. High School	Approved w/ Comment

055 BLACKFOOT DISTRICT

Blackfoot Charter Community Learning Center	Elementary School	Approved
Blackfoot High School	High School	Approved - NAAS
Blackfoot Sixth Grade School	Middle/Jr. High School	Approved
Donald D. Stalker Elementary School	Elementary School	Approved
Fort Hall Elementary School	Elementary School	Approved
Groveland Elementary School	Elementary School	Approved
I.T. Stoddard Elementary School	Elementary School	Approved
Independence High School	Alternative High School	Approved - NAAS
Irving Kindergarten Center	Elementary School	Approved
Mountain View Middle School	Middle/Jr. High School	Approved - NAAS
Ridge Crest Elementary School	Elementary School	Approved
Wapello Elementary School	Elementary School	Approved

058 ABERDEEN DISTRICT

Aberdeen Elementary School	Elementary School	Approved
Aberdeen Middle School	Middle/Jr. High School	Approved
Aberdeen High School	High School	Approved w/ Comment

059 FIRTH DISTRICT

A. W. Johnson Elementary School	Elementary School	Approved
Firth High School	High School	Approved - NAAS
Firth Middle School	Middle/Jr. High School	Approved

060 SHELLEY JT DISTRICT

Donald J. Hobbs Middle School	Middle/Jr. High School	Approved
Hazel T Stuart Elementary School	Elementary School	Approved
Shelley Senior High School	High School	Approved - NAAS
Sunrise Elementary School	Elementary School	Approved

061 BLAINE COUNTY DISTRICT

Bellevue Elementary School	Elementary School	Approved
Carey K-12 School	K-12 School	Approved - NAAS
Ernest Hemingway Elementary School	Elementary School	Approved

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School Name	School Type	Accreditation Rating
Hailey Elementary School	Elementary School	Approved
Wood River High School	High School	Approved - NAAS
Wood River Middle School	Middle/Jr. High School	Approved - NAAS
Woodside Elementary School	Elementary	Approved

071 GARDEN VALLEY DISTRICT

Garden Valley K-12 School	K-12 School	Approved - NAAS
Lowman Elementary School	Elementary School	Approved

072 BASIN DISTRICT

Basin Elementary School	Elementary School	Approved
Idaho City Mid./Sr. High School	High School	Approved

073 HORSEHOE BEND DISTRICT

Horseshoe Bend Elementary School	Elementary School	Approved
Horseshoe Bend Mid./Sr. High School	High School	Approved - NAAS

083 WEST BONNER COUNTY DISTRICT

Idaho Hill Elementary School	Elementary School	Approved w/ Comment
Priest Lake Elementary School	Elementary School	Approved
Priest River Educational Program (PREP) High	Alternative High School	Approved
Priest River Elementary School	Elementary School	Approved
Priest River Junior High School	Middle/Jr. High School	Approved
Priest River Lamanna High School	High School	Approved - NAAS

084 LAKE PEND OREILLE DISTRICT

Clark Fork Jr./Sr. High School	High School	Approved - NAAS
Farmin-Stidwell Elementary School	Elementary School	Approved
Hope Elementary School	Elementary School	Approved
Kootenai Elementary School	Elementary School	Approved
Lake Pend Oreille Jr./Sr. High School	Alternative High School	Not Approved
Northside Elementary School	Elementary School	Approved
Sagle Elementary School	Elementary School	Approved
Sandpoint Charter School	Middle/Jr. High School	Approved
Sandpoint High School	High School	Approved - NAAS
Sandpoint Middle School	Middle/Jr. High School	Approved
Southside Elementary School	Elementary School	Approved
Washington Elementary School	Elementary School	Approved

091 IDAHO FALLS DISTRICT

A.H. Bush Elementary School	Elementary School	Approved
Clair E. Gale Junior High School	Middle/Jr. High School	Approved
Dora Erickson Elementary School	Elementary School	Approved
Eagle Rock Junior High School	Middle/Jr. High School	Approved
Edgemont Gardens Elementary School	Elementary School	Approved
Ethel Boyes Elementary School	Elementary School	Approved
Fox Hollow Elementary School	Elementary School	Approved
Hawthorne Elementary School	Elementary School	Approved
Idaho Falls Senior High School	High School	Approved - NAAS
Linden Park Elementary School	Elementary School	Approved
Longfellow Elementary School	Elementary School	Approved
Skyline Senior High School	High School	Approved - NAAS

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School Name	School Type	Accreditation Rating
Sunnyside Elementary School	Elementary School	Approved
Taylorview Junior High School	Middle/Jr. High School	Approved
Temple View Elementary School	Elementary School	Approved
Theresa Bunker Elementary School	Elementary School	Approved
Westside Elementary School	Elementary School	Approved
Westview High School	Alternative High School	Approved - NAAS

092 SWAN VALLEY ELEMENTARY DISTRICT

Swan Valley Elementary School	Elementary School	Approved
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093 BONNEVILLE JT DISTRICT

Ammon Elementary School	Elementary School	Approved
Bonneville High School	High School	Approved - NAAS
Cloverdale Elementary School	Elementary School	Approved
Fairview Elementary School	Elementary School	Approved
Falls Valley Elementary School	Elementary School	Approved
Hillcrest High School	High School	Approved - NAAS
Hillview Elementary School	Elementary School	Approved
Iona Elementary School	Elementary School	Approved
Lincoln High School	Alternative High School	Approved - NAAS
Rimrock Elementary School	Elementary	Approved
Rocky Mountain Middle School	Middle/Jr. High School	Approved - NAAS
Sandcreek Middle School	Middle/Jr. High School	Approved - NAAS
Tiebreaker Elemementary School	Elementary School	Approved
Ucon Elementary School	Elementary School	Approved
White Pine Charter School	Elementary School	Approved
Woodland Hills Elementary School	Elementary School	Approved

101 BOUNDARY COUNTY DISTRICT

Bonnors Ferry High School	High School	Approved - NAAS
Boundary County Jr. High School	Middle/Jr. High School	Approved
Evergreen Elementary School	Elementary School	Approved
Mount Hall Elementary School	Elementary School	Approved
Naples Elementary School	Elementary School	Approved
Riverside High School	Alternative High School	Approved
Valley View Elementary School	Elementary School	Approved

111 BUTTE COUNTY JT DISTRICT

Arco Elementary School	Elementary School	Approved w/ Comment
Butte County High School	High School	Approved - NAAS
Butte County Middle School	Middle/Jr. High School	Approved
Howe Elementary School	Elementary School	Approved

121 CAMAS COUNTY DISTRICT

Camas County Elementary/Junior High School	Elementary School	Approved
Camas County High School	High School	Approved - NAAS

131 NAMPA DISTRICT

Canyon Springs Alternative High School	Alternative High School	Approved
Centennial Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Approved
Columbia High School	High School	Approved
East Valley Middle School	Middle/Jr. High School	Approved

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School Name	School Type	Accreditation Rating
Franklin D Roosevelt Elementary School	Elementary School	Approved
Greenhurst Elementary School	Elementary School	Approved w/ Comment
Idaho Arts Charter School	K-12 School	Approved
Iowa Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Nampa Senior High School	High School	Approved - NAAS
Owhyee Elementary School	Elementary School	Approved
Park Ridge Elementary School	Elementary School	Approved
Ronald Reagan Elementary School	Elementary School	Approved
Sherman Elementary School	Elementary School	Approved w/ Comment
Skyview High School	High School	Approved - NAAS
Snake River Elementary School	Elementary School	Approved
South Middle School	Middle/Jr. High School	Approved
Sunny Ridge Elementary School	Elementary School	Approved
West Middle School	Middle/Jr. High School	Approved
Willow Creek Elementary School	Elementary School	Approved

132 CALDWELL DISTRICT

Caldwell Senior High School	High School	Approved - NAAS
Jefferson Middle School	Middle/Jr. High School	Approved
Lewis and Clark Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Sacajawea Elementary School	Elementary School	Approved
Syringa Middle School	Middle/Jr. High School	Approved
Van Buren Elementary School	Elementary School	Approved w/ Comment
Washington Elementary School	Elementary School	Approved
Woodrow Wilson Elementary School	Elementary School	Approved

133 WILDER DISTRICT

Holmes Elementary School	Elementary School	Approved - NAAS
Wilder Middle/High School	High School	Approved - NAAS

134 MIDDLETON DISTRICT

Middleton Heights Elementary School	Elementary School	Approved
Middleton High School	High School	Approved - NAAS
Middleton Middle School	Middle/Jr. High School	<i>Extension to 05/01</i>
Middleton Mill Creek Elementary School	Elementary School	Approved
Purple Sage Elementary School	Elementary School	Approved

135 NOTUS DISTRICT

Notus Elementary School	Elementary School	Approved w/ Comment
Notus Jr./Sr. High School	High School	Approved - NAAS

136 MELBA JT DISTRICT

Melba Elementary School	Elementary School	Approved w/ Comment
Melba High School	High School	Approved - NAAS
Melba Middle School	Middle/Jr. High School	Approved

137 PARMA DISTRICT

Maxine Johnson Elementary School	Elementary School	Approved
Parma High School	High School	Approved - NAAS
Parma Middle School	Middle/Jr. High School	Approved

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School Name	School Type	Accreditation Rating
139 VALLIVUE DISTRICT		
Birch Elementary School	Elementary School	Approved
Central Canyon Elementary School	Elementary School	Approved
East Canyon Elementary School	Elementary School	Approved
Sage Valley Intermediate School	Middle/Jr. High School	Not Approved
Thomas Jefferson Charter School	Elementary School	Approved
Vallivue High School	High School	Approved - NAAS
Vallivue Middle School	Middle/Jr. High School	Approved
West Canyon Elementary School	Elementary School	Approved
148 GRACE JT DISTRICT		
Grace Elementary School	Elementary School	Approved
Grace Jr./Sr. High School	High School	Approved - NAAS
Thatcher Elementary School	Elementary School	Approved
149 NORTH GEM DISTRICT		
North Gem Elementary/Junior High School	Elementary School	Approved
North Gem Senior High School	High School	Approved - NAAS
150 SODA SPRINGS JT DISTRICT		
Grays Lake Elementary School	Elementary School	Approved
Howard E. Thirkill Primary School	Elementary School	Approved
Soda Springs High School	High School	Approved - NAAS
Tigert Middle School	Middle/Jr. High School	Approved
151 CASSIA COUNTY JT DISTRICT		
Albion Elementary School	Elementary School	Approved
Almo Elementary School	Elementary School	Approved
Burley Junior High School	Middle/Jr. High School	Approved - NAAS
Burley Senior High School	High School	Approved - NAAS
Cassia Education Center	Alternative Jr./Sr. High School	Approved
Declo Elementary School	Elementary School	Approved
Declo Junior High School	Middle/Jr. High School	Approved - NAAS
Declo Senior High School	High School	Approved - NAAS
Dworshak Elementary School	Elementary School	Approved
Mountain View Elementary School	Elementary School	Approved
Newcomer Center	Elementary School	Approved
Oakley Elementary School	Elementary School	Approved
Oakley Jr./Sr. High School	High School	Approved - NAAS
Raft River Elementary School	Elementary School	Approved
Raft River Jr./Sr. High School	High School	Approved - NAAS
White Pine Elementary School	Elementary School	Approved
161 CLARK COUNTY DISTRICT		
Clark County Jr./Sr. High School	High School	Approved - NAAS
Oakley Elementary School	Elementary School	Not Approved
Lindy Ross Elementary School	Elementary School	Approved
171 OROFINO JT DISTRICT		
Cavendish-Teakean Elementary School	Elementary School	Approved
Orofino Elementary School	Elementary School	Approved
Orofino High School	High School	Approved - NAAS

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School Name	School Type	Accreditation Rating
Orofino Junior High School	Middle/Jr. High School	Approved - NAAS
Peck Elementary School	Elementary School	Approved
Pierce Elementary School	Elementary School	Approved
Timberline High School	High School	Approved - NAAS
Weippe Elementary School	Elementary School	Approved

181 CHALLIS JT DISTRICT

Challis Elementary School	Elementary School	Approved w/ Comment
Challis Jr./Sr. High School	High School	Approved - NAAS
Clayton Elementary School	Elementary School	Approved
Patterson Elementary School	Elementary School	Approved
Stanley Elem/Jr. High School	Elementary School	Approved

182 MACKAY JT DISTRICT

Mackay Elementary School	Elementary School	Approved
Mackay Jr./Sr. High School	High School	Approved

191 PRAIRIE ELEMENTARY DISTRICT

Prairie Elementary/Junior High School	Elementary School	Approved
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192 GLENNS FERRY JT DISTRICT

Glenns Ferry Elementary School	Elementary School	Approved
Glenns Ferry High School	High School	Approved - NAAS
Glenns Ferry Middle School	Middle/Jr. High School	Approved

193 MOUNTAIN HOME DISTRICT

East Elementary School	Elementary School	Approved
Hacker Middle School	Middle/Jr. High School	Approved
Mountain Home Jr. High School	Middle/Jr. High School	Approved - NAAS
Mountain Home Sr. High School	High School	Approved - NAAS
Mtn Home AFB Primary School	Elementary School	Approved
North Elementary School	Elementary School	Approved
Pine Elementary/Junior High School	Elementary School	Not Approved
West Elementary School	Elementary School	Approved

201 PRESTON JT DISTRICT

Oakwood Elementary School	Elementary School	Approved
Pioneer Elementary School	Elementary School	Approved
Preston High School	High School	Approved - NAAS
Preston Junior High School	Middle/Jr. High School	Approved

202 WEST SIDE JT DISTRICT

Harold B. Lee Elementary School	Elementary School	Approved
Harold B. Lee Middle School	Middle/Jr. High School	Approved
West Side Senior High School	High School	Approved - NAAS

215 FREMONT COUNTY JT DISTRICT

Ashton Elementary School	Elementary School	Approved
Central Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
North Fremont Jr./Sr. High School	High School	Approved - NAAS
Parker-Egin Elementary School	Elementary School	Approved
South Fremont High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
South Fremont Junior High School	Middle/Jr. High School	Approved
Teton Elementary School	Elementary School	Approved

221 INDEPENDENT DISTRICT OF EMMETT

Black Canyon High School	Alternative High School	Approved - NAAS
Butte View Elementary School	Elementary School	Approved
Emmett High School	High School	Approved - NAAS
Emmett Junior High School	Middle/Jr. High School	Approved
Kenneth Carberry Intermedediate School	Elementary School	Approved
Ola Elementary School	Elementary School	Approved
Patriot Center	Alt. Jr./Sr. High School	Approved - NAAS
Shadow Butte Elementary School	Elementary School	Approved
Sweet-Montour Elementary/Junior High School	Elementary School	Approved

231 GOODING JT DISTRICT

Gooding Accelerated Learning Center	Alternative High School	Approved - NAAS
Gooding Elementary School	Elementary School	Approved
Gooding High School	High School	Approved - NAAS
Gooding Middle School	Middle/Jr. High School	Approved

232 WENDELL DISTRICT

Wendell Elementary School	Elementary School	Approved
Wendell High School	High School	Approved - NAAS
Wendell Middle School	Middle/Jr. High School	Approved

233 HAGERMAN JT DISTRICT

Hagerman K-12 School	K-12 School	Approved - NAAS
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234 BLISS JT DISTRICT

Bliss K-12 School	K-12 School	Approved
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241 GRANGEVILLE JT DISTRICT

Clearwater Valley Elementary School	Elementary School	Approved
Clearwater Valley Middle/High School	High School	Approved
Elk City Public School	K-12 School	Approved
Grangeville Elementary/Middle School	Elementary School	Approved
Grangeville High School	High School	Approved w/ Comment
Riggins Elementary School	Elementary School	Approved
Salmon River Jr./Sr. High School	High School	Approved
Whitebird Primary School	Elementary School	Approved

242 COTTONWOOD JT DISTRICT

Prairie Elementary School	Elementary School	Approved
Prairie High School	High School	Approved - NAAS
Prairie Middle School	Middle/Jr. High School	Approved

251 JEFFERSON COUNTY JT DISTRICT

Harwood Elementary School	Elementary School	Approved
Jefferson High School	Alternative High School	Approved - NAAS
Jefferson Elementary School	Elementary School	Approved w/ Comment
Midway Elementary School	Elementary School	Approved
Midway Middle School	Middle/Jr. High School	Approved
Rigby Junior High School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Rigby Senior High School	High School	Approved - NAAS
Roberts Elementary School	Elementary School	Approved
252 RIRIE JT DISTRICT		
Ririe Elementary School	Elementary School	Approved
Ririe High School	High School	Approved - NAAS
Ririe Middle School	Middle/Jr. High School	Approved - NAAS
253 WEST JEFFERSON DISTRICT		
Hamer Elementary School	Elementary School	Approved w/ Comment
Terreton Elementary/Junior High School	Elementary School	Approved w/ Comment
West Jefferson High School	High School	Approved - NAAS
261 JEROME JT DISTRICT		
Central Elementary School	Elementary School	Approved
Horizon Elementary School	Elementary School	Approved
Jefferson Elementary School	Elementary School	Approved
Jerome High School	High School	Approved - NAAS
Jerome Middle School	Middle/Jr. High School	Approved
262 VALLEY DISTRICT		
Valley K-12 School	K-12 School	Approved - NAAS
271 COEUR D ALENE DISTRICT		
Atlas Elementary School	Elementary School	Approved
Borah Elementary School	Elementary School	Approved
Bryan Elementary School	Elementary School	Approved
Canfield Middle School	Middle/Jr. High School	Approved - NAAS
Coeur d`Alene High School	High School	Approved - NAAS
Coeur d'Alene Charter Academy	High School	Approved
Dalton Elementary School	Elementary School	Approved
Fernan Elementary School	Elementary School	Approved
Hayden Meadows Elementary School	Elementary School	Approved
Lake City High School	High School	Approved - NAAS
Lakes Middle School	Middle/Jr. High School	Approved
Project CDA (Creating Dropout Alternatives)	Alt. Jr./Sr. High School	Approved
Ramsey Elementary School	Elementary School	Approved w/ Comment
Skyway Elementary School	Elementary School	Approved
Sorensen Elementary School	Elementary School	Approved w/ Comment
The Bridge Academy	Alternative High School	Approved
Winton Elementary School	Elementary School	Approved
Woodland Middle School	Middle/Jr. High School	Approved
272 LAKELAND DISTRICT		
Athol Elementary School	Elementary School	Approved
Betty Kiefer Elementary School	Elementary School	Approved
Garwood Elementary School	Elementary School	Approved
John Brown Elementary School	Elementary School	Approved
Lakeland Junior High School	Middle/Jr. High School	Approved
Lakeland Senior High School	High School	Approved - NAAS
Mountain View Alternative High School	Alternative High School	Approved
Spirit Lake Elementary School	Elementary School	Approved
Timberlake Junior High School	Middle/Jr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Timberlake High School	High School	Approved - NAAS
273 POST FALLS DISTRICT		
Frederick Post KinderCenter	Elementary School	Approved
Mullan Trail Elementary School	Elementary School	Approved
Ponderosa Elementary School	Elementary School	Approved
Post Falls High School	High School	Approved - NAAS
Post Falls Middle School	Middle/Jr. High School	Approved
Prairie View Elementary School	Elementary School	Approved
River City Middle School	Middle/Jr. High School	Approved
Seltice Elementary School	Elementary School	Approved
274 KOOTENAI DISTRICT		
Harrison Elementary School	Elementary School	Approved
Kootenai Jr./Sr. High School	High School	Approved - NAAS
281 MOSCOW DISTRICT		
A.B. McDonald Elementary School	Elementary School	Approved - NAAS
J. Russell Elementary School	Elementary School	Approved - NAAS
Lena Whitmore Elementary School	Elementary School	Approved - NAAS
Moscow Charter School	Elementary School	Approved
Moscow Junior High School	Middle/Jr. High School	Approved - NAAS
Moscow Senior High School	High School	Approved - NAAS
Paradise Creek Regional High School	Alternative High School	Approved
West Park Elementary School	Elementary School	Approved - NAAS
282 GENESEE JT DISTRICT		
Genesee School	K-12 School	Approved - NAAS
283 KENDRICK JT DISTRICT		
Juliaetta Elementary School	Elementary School	Approved
Kendrick Jr./Sr. High School	High School	Approved - NAAS
285 POTLATCH DISTRICT		
Potlatch Elementary School	Elementary School	Approved w/ Comment
Potlatch Jr./Sr. High School	High School	Approved - NAAS
287 TROY DISTRICT		
Troy Elementary School	Elementary School	Approved
Troy Jr./Sr. High School	High School	Approved - NAAS
288 WHITEPINE JT DISTRICT		
Bovill Elementary School	Elementary School	Approved
Deary K-12 School	K-12 School	Approved - NAAS
Idaho Distance Education Academy	K-12 School	Approved
291 SALMON DISTRICT		
Salmon High School	High School	Approved - NAAS
Salmon Middle School	Middle/Jr. High School	Approved - NAAS
Salmon Pioneer Primary School	Elementary School	Approved
Upper Carmen Public Charter School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
292 SOUTH LEMHI DISTRICT		
Leadore K-12 School	K-12 School	Approved
Tendoy Elementary School	Elementary School	Approved w/ Comment
302 NEZ PERCE JT DISTRICT		
Nezperce School	K-12 School	Approved - NAAS
304 KAMIAH JT DISTRICT		
Kamiah Elementary School	Elementary School	Approved
Kamiah Middle School	Middle/Jr. High School	Approved - NAAS
Kamiah Senior High School	High School	Approved - NAAS
305 HIGHLAND JT DISTRICT		
Highland K-12 School	K-12 School	Approved - NAAS
312 SHOSHONE JT DISTRICT		
Shoshone Elementary School	Elementary School	Approved
Shoshone Middle School	Middle/Jr. High School	Approved
Shoshone Senior High School	High School	Approved - NAAS
314 DIETRICH DISTRICT		
Dietrich K-12 School	K-12 School	Approved - NAAS
316 RICHFIELD DISTRICT		
Richfield K-12 School	K-12 School	Approved - NAAS
321 MADISON DISTRICT		
Adams Elementary School	Elementary School	Approved
Archer Elementary School	Elementary School	Approved
Burton Elementary School	Elementary School	Approved
Central High School	Alternative High School	Approved
Hibbard Elementary School	Elementary School	Approved
Kennedy Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Madison Junior High School	Middle/Jr. High School	Approved
Madison Middle School	Middle/Jr. High School	Approved
Madison Senior High School	High School	Approved - NAAS
Union-Lyman Elementary School	Elementary School	Approved
322 SUGAR-SALEM JT DISTRICT		
Central Elementary School	Elementary School	Approved
Kershaw Intermediate School	Elementary School	Approved
Sugar-Salem High School	High School	Approved - NAAS
Sugar-Salem Junior High School	Middle/Jr. High School	Approved
331 MINIDOKA COUNTY JT DISTRICT		
Acequia Elementary School	Elementary School	Approved
ARCTEC Charter School	High School	Approved
East Minico Middle School	Middle/Jr. High School	Approved
Heyburn Elementary School	Elementary School	Approved
Minico Senior High School	High School	Approved - NAAS
Mt. Harrison Jr./Sr. High School	Alt. Jr./Sr. High School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Paul Elementary School	Elementary School	Approved
Rupert Elementary School	Elementary School	Approved
West Minico Middle School	Middle/Jr. High School	Approved

340 LEWISTON INDEPENDENT DISTRICT

Camelot Elementary School	Elementary School	Approved
Centennial Elementary School	Elementary School	Approved
Jenifer Junior High School	Middle/Jr. High School	Approved - NAAS
Lewiston Senior High School	High School	Approved - NAAS
McGhee Elementary School	Elementary School	Approved
McSorley Elementary School	Elementary School	Approved
Orchards Elementary School	Elementary School	Approved
Sacajawea Junior High School	Middle/Jr. High School	Approved - NAAS
Webster Elementary School	Elementary School	Approved
Whitman Elementary School	Elementary School	Approved

341 LAPWAI DISTRICT

Lapwai Elementary School	Elementary School	Approved
Lapwai Middle School	Middle/Jr. High School	Approved
Lapwai High School	High School	Approved - NAAS

342 CULDESAC JT DISTRICT

Culdesac K-12 School	K-12 School	Approved - NAAS
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351 ONEIDA COUNTY DISTRICT

Malad Elementary School	Elementary School	Approved
Malad High School	High School	Approved - NAAS
Malad Middle School	Middle/Jr. High School	Approved
Stone Elementary School	Elementary School	Approved

363 MARSING JT DISTRICT

Marsing Elementary School	Elementary School	Approved - NAAS
Marsing High School	High School	Approved - NAAS
Marsing Middle School	Middle/Jr. High School	Approved - NAAS

364 PLEASANT VALLEY ELEMENTARY DISTRICT

Pleasant Valley Elementary School	Elementary School	Approved
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365 BRUNEAU-GRAND VIEW JT DISTRICT

Bruneau Elementary School	Elementary School	Approved
Grand View Elementary School	Elementary School	Approved
Rimrock Jr./Sr. High School	High School	Approved - NAAS

370 HOMEDALE JT DISTRICT

Centerpoint Alternative High School	Alternative High School	Approved - NAAS
Homedale Elementary School	Elementary School	Approved
Homedale High School	High School	Approved - NAAS
Homedale Middle School	Middle/Jr. High School	Approved

371 PAYETTE JT DISTRICT

McCain Middle School	Middle/Jr. High School	Approved
Payette High School	High School	Approved - NAAS
Payette Primary School	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Westside Elementary School	Elementary School	Approve w/ Comment
372 NEW PLYMOUTH DISTRICT		
New Plymouth Elementary School	Elementary School	Approved
New Plymouth High School	High School	Approved - NAAS
New Plymouth Middle School	Middle/Jr. High School	Approved - NAAS
373 FRUITLAND DISTRICT		
Fruitland Elementary School	Elementary School	Approved
Fruitland High School	High School	Approved - NAAS
Fruitland Middle School	Middle/Jr. High School	Approved - NAAS
381 AMERICAN FALLS JT DISTRICT		
A. F. Intermediate School	Elementary School	Approved
American Falls High School	High School	Approved - NAAS
Hillcrest Elementary School	Elementary School	Approved
William Thomas Middle School	Middle/Jr. High School	Approved
382 ROCKLAND DISTRICT		
Rockland Public School	K-12 School	Approved
383 ARBON ELEMENTARY DISTRICT		
Arbon Elementary School	Elementary School	Not Approved
391 KELLOGG JT DISTRICT		
Canyon Elementary School	Elementary School	Approved
Kellogg High School	High School	Approved - NAAS
Kellogg Middle School	Middle/Jr. High School	Approved - NAAS
Pinehurst Elementary School	Elementary School	Approved
Silver Valley Alternative School	Alt. Jr./Sr. High School	Approved
Sunnyside Elementary School	Elementary School	Approved
392 MULLAN DISTRICT		
John Mullan Elementary School	Elementary School	Approved
Mullan Jr./Sr. High School	High School	Approved - NAAS
393 WALLACE DISTRICT		
Silver Hills Elementary School	Elementary School	Approved
Wallace Jr./Sr. High School	High School	Approved - NAAS
394 AVERY DISTRICT		
Avery Elementary/Junior High School	Elementary School	Not Approved
401 TETON COUNTY DISTRICT		
Driggs Elementary School	Elementary School	Approved - NAAS
Teton High School	High School	Approved - NAAS
Teton Middle School	Middle/Jr. High School	Approved - NAAS
Tetonia Elementary School	Elementary School	Approved - NAAS
Victor Elementary School	Elementary School	Approved - NAAS
411 TWIN FALLS DISTRICT		

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
Bickel Elementary School	Elementary School	Approved
Harrison Elementary School	Elementary School	Approved
I.B. Perrine Elementary School	Elementary School	Approved
Lincoln Elementary School	Elementary School	Approved
Magic Valley High School	Alternative High School	Approved - NAAS
Morningside Elementary School	Elementary School	Approved
Oregon Trail Elementary School	Elementary School	Approved
Robert Stuart Junior High School	Middle/Jr. High School	Approved - NAAS
Sawtooth Elementary School	Elementary School	Approved
Twin Falls Senior High School	High School	Approved - NAAS
Vera C. O`Leary Jr. High School	Middle/Jr. High School	Approved - NAAS

412 BUHL JT DISTRICT

Buhl High School	High School	Approved
Buhl Middle School	Middle/Jr. High School	Approved
Popplewell Elementary School	Elementary School	Approved

413 FILER DISTRICT

Filer Elementary School	Elementary School	Approved
Filer High School	High School	Approved - NAAS
Filer Middle School	Middle/Jr. High School	Approved
Hollister Elementary School	Elementary School	Approved w/ Comment

414 KIMBERLY DISTRICT

Kimberly Elementary School	Elementary School	Approved
Kimberly High School	High School	Approved - NAAS
Kimberly Middle School	Middle/Jr. High School	Approved

415 HANSEN DISTRICT

Hansen Elementary School	Elementary School	Approved
Hansen Jr./Sr. High School	High School	Approved

416 THREE CREEK JT ELEMENTARY DISTRICT

Three Creek Elementary/Junior High School	Elementary School	Approved
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417 CASTLEFORD DISTRICT

Castleford K-12 School	K-12 School	Approved - NAAS
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418 MURTAUGH JT DISTRICT

Murtaugh Elementary School	Elementary School	Approved
Murtaugh High School	High School	Approved
Murtaugh Middle School	Middle/Jr. High School	Approved

421 MCCALL-DONNELLY DISTRICT

Donnelly Elementary School	Elementary School	Approved
McCall Elementary School	Elementary School	Approved
McCall-Donnelly High School	High School	Approved - NAAS
Payette Lakes Middle School	Middle/Jr. High School	Approved

422 CASCADE DISTRICT

Cascade Elementary School	Elementary School	Approved
Cascade Jr./Sr. High School	High School	Approved - NAAS

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

School Name	School Type	Accreditation Rating
431 WEISER DISTRICT		
Park Intermediate School	Elementary School	Approved
Pioneer Primary School	Elementary School	Approved
Weiser High School	High School	Approved - NAAS
Weiser Middle School	Middle/Jr. High School	Approved - NAAS
432 CAMBRIDGE JT DISTRICT		
Cambridge Elementary School	Elementary School	Approved
Cambridge Jr./Sr. High School	High School	Approved - NAAS
433 MIDVALE DISTRICT		
Midvale K-12 School	K-12 School	Approved

LISTING OF STATE AND FEDERAL SCHOOLS/INSTITUTIONS

Number	School/Institution Name	School Type	Accreditation Rating
535	Coeur d'Alene Tribal School, DeSmet	Federal Elementary School	Approved
771	Idaho Digital Learning Academy	State Distance Education	Approved - NAAS
596	Idaho School for the Deaf and the Blind, Gooding	State School	Approved
718	Juniper Hills - Lewiston	State School	Approved - NAAS
719	Juniper Hills - Nampa	State School	Approved - NAAS
709	Juniper Hills - St. Anthony (Youth Services Center)	State School	Approved - NAAS
713	Robert Janss School (Idaho Dept. of Corrections)	State School	Approved
537	Shoshone-Bannock Tribal School, Fort Hall	Federal Jr./Sr. High School	Approved - NAAS

LISTING OF NON-PUBLIC SCHOOLS

Number	School Name	School Type	Accreditation Rating
520	Challenger Christian Academy	Elementary School	Not Approved
526	Franciscan Cre-Act School, Pocatello	Elementary School	Approved
527	Grace Lutheran School, Pocatello	Elementary School	Approved
700	Holy Family Catholic School, Cd'A	Elementary School	Approved
556	Holy Rosary School, Idaho Falls	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
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Number	School Name	School Type	Accreditation Rating
529	Holy Spirit Catholic School, Pocatello	Elementary School	Approved
557	Hope Lutheran School, Idaho Falls	Elementary School	Approved
679	Immanuel Lutheran School, Twin Falls	Elementary School	Approved
616	Noah's Ark Learning Center, Cd'A	Elementary School	Approved
504	Sacred Heart School, Boise	Elementary School	Approved
678	St. Edward's Catholic School, Twin Falls	Elementary School	Approved
579	St. Joseph Seminary, Rathdrum	High School	Approved
501	St. Joseph `s School, Boise	Elementary School	Approved
502	St. Mark`s School, Boise	Elementary School	Approved
503	St. Mary `s School, Boise	Elementary School	Approved
637	St. Mary's School, Moscow	Elementary School	Approved
649	St. Nicholas School, Rupert	Elementary School	Approved
570	St. Paul`s School, Nampa	Elementary School	Approved
653	St. Stanislaus Tri-Parish School, Lewiston	Elementary School	Approved
613	Sts. Peter and Paul School, Grangeville	Elementary School	Approved
668	Summit Academy, Cottonwood	K-12 School	Approved
572	Zion Lutheran School, Nampa	Elementary School	Approved

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

G. Program Approval and Discontinuance

March 2004

Idaho State Board Rule 08.02.02.140

All public schools and districts in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools. (Section 33- 119, Idaho Code) (4-6-05) **01. District Strategic Plan.** School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees.

(4-6-05) **02. Continuous School Improvement Plan.** Schools will develop continuous school improvement plans (CSIP) focused on the improvement of student performance. (4-6-05)

03. Plan Alignment and Focus. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. (4-6-05)

04. Standards. Districts and schools will meet state-approved accreditation standards as adopted by the State Board of Education. (4-6-05)

05. Reporting. Accreditation reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the State Accreditation Committees, whose members are approved by the State Board of Education and representative of each region of the state. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. Accreditation status may be appealed to the State Board of Education. (4-6-05)

06. Elements of Thoroughness. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met. (4-6-05)

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

REFERENCE: APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER ONE
STATE BOARD OF EDUCATION**

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

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SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

Idaho State Board of Education 08.02.03.128
Sections 33-118 and 33-118a, Idaho Code

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128, describe the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION

Currently there are three openings on the Selection Committee for the state's four colleges of education. The two (2) open positions being recommended for appointments at this time are for Lewis-Clark State College and Boise State University. These recommendations are for a complete five-year term. This leaves one Idaho State University, position not filled.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Coursey Letter of Interest	Page 3
Attachment 2 – Coursey Professional Vitae	Page 5
Attachment 3 – Chase Letter of interest	Page 13
Attachment 4 – Chase Professional Vitae	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends the appointment of Linda Lofaro Coursey, Ph.D., Division of Education, Lewis-Clark State College and Margaret Chase Ph.D., College of Education, Boise State University to represent two of the state's four colleges of education. These appointments are for a period of five years.

BOARD ACTION

A motion to approve the request by the State Department of Education for one appointment to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007



February 5, 2007

Val Fenske, Coordinator
Curriculum & Technology Center, B-25
Idaho State Department of Education
PO Box 83720
Boise, ID 83720-0027

Dear Ms. Fenske:

Please accept this letter as an expression of my interest in serving as the Lewis-Clark State College representative on the Curriculum Materials Committee.

As my attached curriculum vita indicates, my undergraduate and advanced degrees are in the field of education, with many years of classroom experience in elementary schools around the country and, as a teacher for the Department of Defense Overseas Schools for ten years, around the world. I am currently on the faculty at LCSC in the Education Division teaching undergraduate courses in literacy assessment, reading methods, and supervising student teachers. I believe my experience and expertise would be a valuable asset to the Curriculum Materials Committee.

Thank you for your consideration. It would be an honor to serve on this very important committee.

Sincerely,

A handwritten signature in blue ink that reads 'Linda Lofaro Coursey'. The signature is written in a cursive style with a large, stylized 'L' and 'C'.

Linda Lofaro Coursey, PhD
Associate Professor
Division of Education
Lewis-Clark State College
500 8th Avenue
Lewiston, ID 83501
(208) 792-2078
lkcoursey@lcsc.edu

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LINDA K. LOFARO COURSEY

Box 697
Asotin, WA 99402

Home: 509-243-0193
Office: 208-792-2078
lkcoursey@lcsc.edu

EDUCATION:

University of Oklahoma, Norman, OK, Ph.D. Reading/Literacy Education, July 2000

Dissertation Topic: What are the beliefs about literacy learning of adult reading tutors and can those beliefs be observed as practices during one-on-one tutoring sessions with at-risk elementary students? Title: Volunteers in our classrooms: Their beliefs about literacy and literacy learning.

Dissertation Advisors: Dr. Sara Ann Beach, Associate Professor, ILAC,
University of Oklahoma
Dr. Bonnie Konopak, Dean, College of Education,
California Polytechnic State University

Auburn University at Montgomery, AL, M.Ed., December 1985

University of Oklahoma, Norman, OK, BS in Elementary Education, January 1967

AWARDS:

Tenure awarded, Lewis-Clark State College, Fall 2005

Promotion from Assistant Professor to Associate Professor, Fall 2004

University of Oklahoma Graduate School Tuition Waivers and Research Assistantships,
1998-2000

Kappa Delta Pi Honor Society, graduate studies, 1984

Sustained Superior Performance Award for outstanding achievements in teaching,
Department of Defense Overseas Schools, 1983

Alpha Lambda Delta Honor Society, undergraduate studies, 1964

TEACHING:

Associate Professor of Elementary Education (tenured), Lewis-Clark State College, ID, August 2000 – present, course load includes Assessment of Literacy Development, Student Intern Cadre leader, Reading component for Intern I Seminar, Partnership in Education, Division Committees for Literacy, STAR, Native American Initiative, Retention, NCATE committee, and Elementary Education; College Committees for General Education, Learning Resource Advisory, Faculty Senate Division Representative, Faculty Senate Faculty Development Committee, and Senate Administrative Procedures Committee.

Adjunct instructor, summer 1998 and summer 2000, literacy courses for elementary education majors, including introduction to theories of literacy and literacy assessment, University of Oklahoma

Program coordinator for Sooner Readers, 1998-2000, recruited and trained university students to work as reading tutors with at-risk students in local elementary schools, University of Oklahoma

Course instructor for Wayland Baptist University's Eielson AFB, AK campus, developed and taught undergraduate courses in methods, course analysis, classroom management, 1986-1987

RELATED EXPERIENCE:

Mascoutah District #19, 1989-1992, Computer Lab Instructor, Chapter 1 Reading, Higher Order Thinking Skills instructor (HOTS is a program developed at the University of Arizona which uses computers to address the needs of at-risk students with differing abilities)

Department of Defense Overseas Schools, 1972-1983, team leader, grade level chairperson, classroom teacher in schools for US military dependents in Japan, Italy, and Germany. Awarded the *Sustained Superior Performance Award* 1983 for outstanding achievements in teaching

Classroom teacher/reading specialist/ substitute teacher 1967 – 1972 in Oklahoma, North Dakota, Arizona, and Mississippi

RESEARCH INTERESTS:

Teachers' beliefs and theories of literacy and learning as they relate to their classroom practices, the nature and growth of knowledge in preservice teachers, influencing prospective teachers' beliefs, effective training and use of classroom volunteers and/or paraprofessionals

RESEARCH AND SCHOLARLY ACTIVITIES:

Curriculum Development, 2005/2006

- Developing correspondence course for Elementary Reading methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Methodology for teaching reading
- Emphasis on the interrelation of reading comprehension, word recognition and vocabulary instruction
- Sustained instructional strategies that simulate practice are included

Curriculum Development, 2003

- Developed correspondence course for Elementary Language Arts methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Methodology for teaching language arts including listening, oral, and written communication skills
- Emphasis on the interrelation of reading, spelling, and vocabulary instruction
- Sustained instructional strategies that simulate practice are included

Curriculum Development, 2002

- Developed correspondence course for Elementary Science methods
- 3 credit course offered through the University of Idaho in conjunction with Lewis-Clark State College
- Investigates the role science should play in elementary education
- Emphasis placed upon inquiry and discovery approaches in teaching science
- Utilizing both teacher designed and established commercial model programs

Dissertation, University of Oklahoma, 2000

- Investigated adult perceptions of reading acquisition and how those perceptions affect training and tutorial interactions
- Designed interview instrument and conducted face to face interviews
- Transcribed face to face interviews
- Coded qualitative data and analyzed by constant comparative method

Pilot study for dissertation, University of Oklahoma, 1998

- Investigated adult perceptions of reading acquisition and how those perceptions affect training and tutorial interactions
- Designed interview instrument and conducted face to face interviews
- Transcribed face to face interviews
- Coded qualitative data and analyzed by constant comparative method

Participated in data analysis for study of at-risk readers in tutorial settings, 1998-1999

- Coded qualitative data
- Analyzed quantitative test data using SPSS

Participated in data collection, data analysis, and writing for the University of Oklahoma Sooner Readers Program, 1998-2000

- Analyzed quantitative test data using SPSS
- Compiled report of data

PRESENTATIONS:

Presentation: PIE Conference, 2006: Writing Poetry: How do we start, what do we do, and where do we go from here? In this visual age of television, movies, and video, how can we introduce (or reintroduce) our students to the “seeing” that comes through imagination and encourage them to create, through writing poetry those imaginative images.

Presentation: PIE Conference 2005: ‘Readin, ‘Ritin, and ‘Rithmetic: How to help students successfully navigate the 3 R’s in the era of No Child Left Behind, Series of presentations in partnership with Drs. Doud, Nelson, Massaro, Diessner and Christian Moore. Offered for 1 credit through LCSC.

Presentation: PIE Conference 2004: An Equitable and Culturally Competent Education for all Students, Series of presentations in partnership with Drs. Gilmore, Nelson, Massaro and Bill Hayne and Andrea Silva. Offered for 1 credit through LCSC.

Presentation: PIE Conference 2003: Paraprofessionals in Education: Skills and Knowledge in Reading, Mathematics and Writing, Paraprofessional workshop offered for 1 credit through LCSC as part of team with Drs. Benge, Chavez, and Massaro.

Workshop: Making Assessment Elementary: Presented for the Clarkston School District, Clarkston, WA in August 2002 for district faculty teaching grades one and two. This workshop covered the use of in-class assessments, uses of checklists to assist in classroom assessment, and alternatives to paper/pencil evaluation and assessment.

Presentation: PIE Conference, 2002: One and Two and Three, Four, Five: Isn't Great To Be Alive! Writing poetry with young children, A workshop in teaching poetry and writing poetry for students in grades 1 – 6.

Presentation: PIE Conference, 2002: Running Records: What are running records? How do you record them? What do you do with the results? A workshop for practicing teachers who wish to become proficient in the use of the Running Records as a classroom assessment tool.

Presentation: PIE Conference, 2001: Classroom Assessment in the Elementary Grades: Improving Teaching and Learning

Presentation of alternative methods of reading assessment at the Southwestern Regional Conference of the International Reading Association, February 1999

Presentation of the utilization of reading *Running Records* as classroom practice and assessment methodology, annual meeting of the Oklahoma Reading Association, March 1998

PUBLICATIONS:

Research and article preparation in progress:

Dr. Lana Elliott and I are collaborating on a three-year longitudinal study on the four-square writing approach. This study is in progress and involves teachers and students at the Coeur d'Alene Tribal School. A journal article will report and discuss the findings of this study.

PROFESSIONAL SERVICE:

2005 to present - Serving as Co-chair for the Partnerships in Education Conference planning committee

2005 – 2007 – Served as Senator to Faculty Senate

2005-2006 - Served as Chair, Faculty Development Committee, Faculty Senate Standing Committee

2003-2004 - Served as Faculty Senate Secretary and Representative for the Education Division

Served on Division Committees for Lewis-Clark State College, Elementary Education and Literacy Committees, 2000 – present

Served on campus committees for Lewis-Clark State College, General Education Committee, Learning Resource Advisory Committee, Retention Committee, Faculty Senate Administrative Procedure Committee, Faculty Development Committee, 2000 – present

Served on the planning committee for a regional (four state) teachers' conference, Partnerships in Education, 2000 - present

Served on the Reading specialist certification Committee, Department of Instructional Leadership and Academic Curriculum, College of Education, University of Oklahoma, 1999 – 2000

Served on the College of Education Technology Committee, University of Oklahoma, 1998 – 2000

Served on the Academic Appeals Board for the University of Oklahoma Graduate Student Senate, 1998 – 1999

Served on the committee for the University of Oklahoma's state-wide symposium, "Perspectives on Reading: Preparing Teachers for the 21st Century," March 31, 2000

COMMUNITY SERVICE:

SKILLS:

- Extensive experience in the use of computers in an educational setting
- Software applications: SPSS, Microsoft Office Professional

PROFESSIONAL MEMBERSHIPS:

International Reading Association

American Educational Research Association

National Reading Conference

Association for Supervision and Curriculum Development

Association for African American Historical Research and Preservation

PROFESSIONAL CERTIFICATIONS:

Oklahoma Certification: Elementary Education, Standard, Level 1 – 8
Reading Specialist, Standard, Level K – 12
Illinois Certification: Elementary Education, Type 03, K – 9, endorsements:
Language Arts, Social Studies, French
North Dakota Certification Elementary Education Level K-8

REFERENCES:

Jann Hill, Ph.D.
Division Chair, Education Division
Lewis-Clark State College
500 8th Street
Lewiston, ID 83501
Phone: (208) 792 2260
FAX: (208) 792 2820
Email: jhill@lcsc.edu

Linda McKinney, Ph.D.
Associate Professor
University of Oklahoma
820 Van Vleet Oval
Norman, OK 73019
Phone: (405) 325 1499
FAX: (405) 325 4061
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Bonnie A. Konopak, Ph.D.
Dean, College of Education
University Center for Teacher Education
California Polytechnic State University
San Luis Obispo, CA 93407
Phone: (805) 756 5144
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Sara Ann (Sally) Beach, Ph.D.
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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007



College of Education

Department of Literacy

1910 University Drive Boise, Idaho 83725-1725

Stan Steiner, Chair
phone 208-426-3962

fax 208-426-4006

stansteiner@boisestate.edu

<http://education.boisestate.edu/literacy>

Val Freske
Curriculum Materials Coordinator
Idaho State Department of Education
Boise, Idaho 83720-0027

February 23, 2007

Dear Ms. Freske,

I am writing to express my interest in serving on the 2007 Curricular Materials Selection Committee as Boise State University's College of Education candidate. As my vita will indicate, I have had a long and rich history of serving educational institutions, both public and private. My experience as a professional development facilitator has enabled me to develop a sense for what teachers want and need in quality instructional materials.

I currently teach graduate and undergraduate courses in literacy, with an emphasis on children's literature. I believe my knowledge of fiction and non-fiction materials for children, as well as my knowledge of effective reading comprehension strategies, will prove to be an asset to the committee.

The personal qualities I would bring to the work of the committee include organization, efficiency, fairness, a sense of humor, and an ability to work with many personalities. It is my understanding that all materials that will be reviewed by the committee are rated according to how well they align with Idaho State Standards, so I will strive always to measure materials on how well they meet those Standards, rather than any particular or personal preferences.

Members of the Boise State University College of Education know how important it is to maintain a strong working relationship with other educational institutions in the State because by doing so, we can better serve all of our teachers and students. My work on this committee can continue that cooperative effort in productive ways.

If you are in need of any additional information, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Margaret E. Chase".

Margaret E. Chase, Ph.D.
Department of Literacy
College of Education
Boise State University – MS1725
208-426-3206
maggiechase@boisestate.edu

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

MARGARET (Maggie) E. CHASE

1910 University Drive
#502 College of Education, MS1745
Boise, Idaho 83725
208-426-3206
maggiechase@boisestate.edu

EDUCATION

Ph.D.	April, 2000 Indiana University	Major: Language Education Minor: Library Science
M.L.S.	August, 1979 Indiana University	Masters in Library Science Endorsement as School Library Media Specialist
B.A.	May, 1975 DePauw University	Major: English (Literature) Minor : Education

PROFESSIONAL EXPERIENCE

2006 - present	Assistant Professor, Department of Literacy , College of Education, Boise State University, Boise, ID
2005	Director of Professional Services & Educational Training Specialist , Lee Pesky Learning Center, Boise, ID
2003-2005	Director of School Operations and Leader of Management Team Foothills School of Arts and Sciences, Boise, ID
1992 - 2003	2-3 Teacher and Pre-K - 3 Team Leader Foothills School of Arts and Sciences Dr. Susan Medlin, Director
Summer, 1991	Teacher , Boise State University Continuing Education <i>Using Children's Literature across the Curriculum</i>
1990	Teaching Internship , Indiana University Advanced Study in the Teaching of Reading in Elementary Schools (with Carolyn Burke)
1988 - 1989	Conference Coordinator , <i>I.U. Fall Language Arts Conference</i> and <i>I.U. Summer Reading Conference</i> , Indiana University.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

- 1982 - 1988 **School Library Media Specialist and Reading Teacher**
South Elementary School, New Canaan, CT 06840
Dr. Russell Firlik, Principal
- 1980- 1988 **Reference Librarian, Part-time**
Greenwich Public Library, Greenwich, CT 06830
Noel Lushington, Director
- 1980 -1982 **School Library Media Specialist and Grade Five Teacher**
Greenwich Public Schools, Greenwich, CT 06830
Dominic Butera, Principal
- 1979 - 1980 **Library Consultant to United Parcel Service Corporate
Headquarters, Legal Department**
Greenwich Office Park, Greenwich, CT 06830
Ed Reitman, Attorney and Project Coordinator
- Summer 1976;
Summer 1987 **Bookmobile Librarian**
Greencastle-Putnam County Library, Greencastle, IN 46135
Ellen Sedlack, Director

RESEARCH EXPERIENCE

- 2006-2007** Research Project: *The Language of Revision: A Closer Look at the Revision Process at the Kindergarten Level.* A qualitative, year-long ethnographic study of the culture in a school and classroom that emphasizes “best work” and “exemplary models.”
- 1992 - 1998 **Dissertation:** *Bridging the Expanse: A Case Study of Literature Discussion with a Cross-Age, Cross-Ability Group of Elementary Students.* A close look at the reading dynamics of a small group of children, ages 6 - 11.
- 1990 **Research Team Member:** *Teachers' Ways of Knowing*, an investigation of the epistemology of teachers. Dr. Jerome Harste, Principle Investigator.
- 1989 - 1990 **Research Assistant:** *Portfolio Assessment of Reading Comprehension.* Dr. Roger Farr, Principal Investigator.
- 1989 - 1990 **Evaluation Team:** Evaluation of the Lilly Foundation's *Project REAP*, a statewide reading motivation program in public schools. Dr. Shirley Fitzgibbons, Principal Investigator.

PROFESSIONAL PRESENTATIONS

"Science and Literacy: Integrating Writing into the Science Classroom." A workshop for elementary teachers attending the Discovery Center's weeklong *Science and Literacy Summer Conference*, July 20, 2006.

"Literature Circles in the Primary Classroom" with Danette Blakeslee (Reading Specialist, Boise Public Schools). *Boise State University 4th Annual Reading Education Conference*, July 26, 1996.

"Literature Circles in the Primary Classroom" with Danette Blakeslee. *Northwest Regional NCTE Conference*, Boise, ID, April 9, 1993.

"Getting Beyond the Literal: Learning to Ask Thought-Provoking Questions for Literature Discussions." *Boise State University 3rd Annual Reading Education Conference*, August 6, 1992.

"Teachers' Notions of Literacy: Conversation, Possibilities, and Change." Joint presentation with other graduate students; Jerome Harste, principal investigator. *NCTE Spring Conference*, Indianapolis, IN, March 15, 1991.

"Kids Are Storytellers Too!" *Indiana University Summer Reading Conference*, Indianapolis, IN, June 21, 1990.

"Whole Language and the Media Center" with Jerry Harste and Carolyn Burke. *Association of Indiana Media Educators*, Indianapolis, IN, March 16, 1990.

"Assessing Reading Comprehension Wholistically." *National Reading Conference*, Austin, TX, December 1, 1989.

"Learning to Recognize Words" and "Building Comprehension Through Fiction," two videos in which I was a featured teacher; *HBJ Staff Development Series Video Workshops: Reading*, 1989.

"Whole Language and Basals: Are They Compatible?" Macmillan Publishing Company, Philadelphia, Pennsylvania, February 22, 1989.

"What Is Whole Language and What Does It Mean for You?" Series of workshops for Stark Elementary School, Stamford, Connecticut, June 8 and June 15, 1988.

"Big Books for Young Learners." *Connecticut Conference on Early Childhood*, May 4, 1988.

AWARDS AND HONORS

Ruth Strickland Scholar of the Year, 1989
Pi Lambda Theta Education Honorary

SERVICE

“Let’s Talk About It” Program Scholar in the *Not for Children Only* reading series.
Sponsored by the Idaho Humanities Council and the Idaho Commission for Libraries.
January and March, 2007

“Kids Read the Same Book” Committee. 2006-2007.

Writing Facilitator, Boise Public Schools Young Writers’ Conference. February, 2007

Board of Directors, Family Advocate Program, Diane Ingersoll, Director. 1992 - 1997

Member of National Council of Teachers of English Committee to Review Video Tapes
and Films for In-service Material, Boise, ID. Dr. Lynn Meeks, Chair. 1994

Story Selection Committee, *Parents and Children Together*, an audio journal published
by Parent Outreach Project, Indiana University. 1989 – 1990

Vice-President, New Canaan Education Association, CT. 1987 - 1988

Representative, New Canaan Education Association, CT. 1986 - 1987

Coordinator and Facilitator, "Parent Seminars on Teenage Sexuality." Junior League of
Greenwich, CT. 1986 - 1987

Chairperson, "On the Rocks," a series of seminars for the community about alcoholism.
Co-sponsored by The Junior League of Greenwich and The Greenwich Alcoholism
Council. 1985 -1986

PROFESSIONAL ASSOCIATIONS

Association for Supervision and Curriculum Development
International Reading Association
National Council of Teachers of English
Idaho Council of International Reading Association
Phi Delta Kappa

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education Rules

IDAPA 08.02.03
Governing Thoroughness

128.CURRICULAR MATERIALS SELECTION

(Sections 33-118; 33-118A, Idaho Code) (3-20-04)

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-118. COURSES OF STUDY -- CURRICULAR MATERIALS. The state board shall prescribe the minimum courses to be taught in all public elementary and secondary schools, and shall cause to be prepared and issued, such syllabi, study guides and other instructional aids as the board shall from time to time deem necessary. The board shall also determine how and under what rules curricular materials shall be adopted for the public schools. The board shall require all publishers of textbooks approved for use to furnish the department of education with electronic format for literary and nonliterary subjects when electronic formats become available for nonliterary subjects, in a standard format approved by the board, from which reproductions can be made for use by the blind.

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-118A. CURRICULAR MATERIALS -- ADOPTION PROCEDURES. All curricular materials adoption committees appointed by the state board of education shall contain at least two (2) persons who are not public educators or school trustees. All meetings of curricular materials adoption committees shall be open to the public. Any member of the public may attend such meetings and file written or make oral objections to any curricular materials under consideration. A complete and cataloged library of all curricular materials adopted and used in Idaho public schools is to be maintained at the state department of education at all times and open to the public.

"Curricular materials" is defined as textbook and instructional media including software, audio/visual media and internet resources.

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	LAPWAI SCHOOL DISTRICT NO. 341 SEEKING BOND ELECTION AUTHORIZATION	Motion to approve
3	UNIVERSITY OF PHOENIX-IDAHO PROGRAM APPROVAL	Motion to approve
4	APPOINTMENT TO PROFESSIONAL STANDARDS COMMISSION	Motion to approve
5	DIVISION OF PROFESSIONAL TECHNICAL EDUCATION TO ASSUME ADMINISTRATIVE RESPONSIBILITY FOR ADULT BASIC EDUCATION (INCLUDING GED), VETERANS EDUCATION COORDINATION, AND PROPRIETARY SCHOOL COORDINATION.	Motion to approve

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**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

SUBJECT

Superintendent's update.

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The FY 2008 budget provides \$1.37 billion dollars, including a \$20 million dollar Classroom Enhancement Package

DISCUSSION

Superintendent Luna will review new line items such as money for classroom supplies, textbooks, remediation and the development of the Math Initiative.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Budget Spreadsheet

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Public School Support Program
Distribution Factor

	2006-2007 Appropriation	2007-2008 Appropriation (JFAC 2-26-07)
APPROPRIATIONS / REQUEST		
General Fund	\$1,291,587,000	\$1,367,363,800
Endowment / Lands, Lottery Dividend, Misc. Revenues	\$45,866,800	\$55,334,600
Cigarette and Lottery Taxes	5,500,000	7,000,000
TOTAL DEDICATED REVENUES	\$51,366,800	\$62,334,600
TOTAL STATE REVENUES	\$1,342,953,800	\$1,429,698,400
Federal Funds	\$175,000,000	\$215,000,000
TOTAL REVENUES	\$1,517,953,800	\$1,644,698,400
PROGRAM DISTRIBUTION		
Transportation	64,316,700	67,032,300
Border Contracts	800,000	1,000,000
Exceptional Contracts and Tuition Equivalents	5,750,000	6,075,000
Program Adjustments	435,000	480,000
Salary-based Apportionment	740,842,100	774,788,600
Teacher Incentive Award (Natl Bd Cert)	313,200	166,100
State Paid Employee Benefits	132,647,900	138,771,900
Unemployment	1,250,000	1,000,000
Early Retirement Payout	4,750,000	4,750,000
Substance Abuse	5,500,000	7,000,000
Bond Levy Equalization Support Program	6,300,000	11,200,000
Classroom Supplies	0	5,180,000
Textbook Allowance	0	9,950,000
Remediation	0	5,000,000
Dual Credit Class Allowance	0	0
Gifted and Talented (Advanced Opportunity Teacher Training)	500,000	1,000,000
Math Initiative	0	350,000
Safe School Study	0	150,000
Idaho Digital Learning Academy	1,100,000	2,800,000
Rural School Initiative	0	100,000
Technology Grants	9,800,000	9,800,000
Idaho Reading Initiative	2,800,000	2,800,000
Limited English Proficient (LEP)	6,040,000	6,040,000
School Facilities Funding (lottery)	10,772,900	19,122,600
School Facilities Maintenance Match	5,650,000	2,300,000
Agriculture Replacement Phase-out	0	3,017,000
Federal Funds for Local School Districts	175,000,000	215,000,000
TOTAL DISTRIBUTIONS	\$1,174,567,800	\$1,294,873,500
Education Stabilization Funds	\$0	\$0
NET STATE FUNDING AVAILABLE	\$343,386,000	\$349,824,900
SUPPORT UNITS	13,500.0	13,750.0
DISTRIBUTION FACTOR	\$25,436.00	\$25,442.00
(includes \$300 for Safe Environment Provisions)		

Budget vote, Feb. 26, approved.XLS.xls
JFAC

3/30/2007
1:58 PM

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

SUBJECT

Lapwai School District No. 341 seeking bond election authorization.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Section 63-1309

BACKGROUND

In 2004 Lapwai School District passed a \$3.9 million dollar bond that (with saved money) was to provide for building a grades 6-12 secondary school. Due to skyrocketing construction costs the middle school portion of the building had to be cut as well as kitchen equipment, lockers, landscaping, parking, demolition of the old building and the overall quality of fixtures and finishes.

The district worked with architects to value engineer the construction costs down as low as feasible and finally started construction in 2006. A second bond issue to complete the middle school portion of the building failed on February 12, 2007.

The failed bond issue included \$128,000 of kitchen equipment so at this time there will not be any new kitchen equipment.

A fire occurred in the old cafeteria on November 8, 2006. This fire caused the closure of the entire building for two weeks during which an accredited firm cleaned the building. There was extensive soot and smoke throughout the building. The serving cafeteria and one classroom were deemed beyond repair and sealed off from use. Since that time another classroom has been closed due to breathing problems (asthma) evidenced by staff.

The food preparation area (kitchen) has been opened temporarily with students lining up outside to fill their trays. They then proceed to the 1941 gym (with no seating) where they sit on the floor to consume their meal.

The Lapwai elementary school is enrolled to capacity; a pre-school class and a kindergarten class are housed in the district office. Passage of the bond would help alleviate the overcrowding since elementary students would be housed in the middle school.

If the middle school students are housed in the old building, the district will be forced to spend for utilities for both the old and new buildings. This is an inefficient use of school funding.

DISCUSSION

N/A

IMPACT

N/A

**STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007**

ATTACHMENTS

Attachment 1 – Letter from Lapwai Superintendent

Page 3

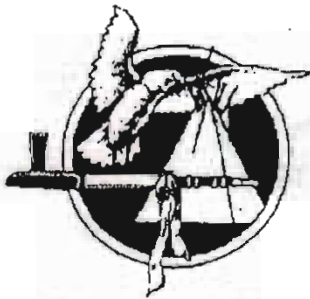
STAFF COMMENTS AND RECOMMENDATIONS

The State Department of Education recommends authorization for this bond election.

BOARD ACTION

A motion to approve the request by Lapwai School District No. 341 for the State Board of Education to authorize a bond election for school construction pursuant to Idaho Code 63-1309.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



LAPWAI SCHOOL DISTRICT #341

P.O. Box 247
Lapwai, Idaho 83540
(208) 843-2622

February 23, 2007

Mr. Nick Smith, Deputy Superintendent
Idaho State Department of Education
650 W. State Street
P.O. Box 83720
Boise, ID. 83720-0027

Dear Mr. Smith:

Lapwai School District No. 341 is asking the state board of education to authorize a bond election for school construction pursuant to Idaho Code 63-1309. The district conducted a bond election for \$1.86 million on Monday, February 12, 2007. Five hundred voters turned out with a 55.2% yes. Since a 66.66% vote is required for passage the issue failed. Idaho Code 63-1309 provides "... no subsequent election shall be held within six (6) months..." However, it also states, "In the event any school building is destroyed or rendered unusable for school purposes by reason of fire... the state board of education shall have the power to authorize an election for such purpose by order based upon a finding of such facts."

Pertinent Facts/Considerations

1. In 2004 Lapwai School District passed a \$3.9 million dollar bond that (with saved money) was to provide for building a grades 6-12 secondary school. Due to skyrocketing construction costs the middle school portion of the building had to be cut as well as kitchen equipment, lockers, landscaping, parking, demolition of the old building and the overall quality of fixtures and finishes.
2. The district worked with architects to value engineer the construction costs down as low as feasible and finally started construction in 2006. A second bond issue to complete the middle school portion of the building failed on February 12, 2006.
3. The failed bond issue included \$128,000 of kitchen equipment so at this time there will not be any new kitchen equipment.
4. A fire occurred in the old cafeteria on November 8, 2006. This fire caused the closure of the entire building for two weeks during which an accredited firm cleaned the building. There was extensive soot and smoke throughout the building. The serving cafeteria and one classroom were deemed beyond repair and sealed off from use. Since that time another classroom has been closed due to breathing problems (asthma) evidenced by staff.

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

Feb 23 07 11:52a

Lapwai School District

208 843 2910

p3

5. The food preparation area (kitchen) has been opened temporarily with students lining up outside to fill their trays. They then proceed to the 1941 gym (with no seating) where they sit on the floor to consume their meal.
6. Our elementary school is enrolled to capacity; a pre-school class and a kindergarten class are housed in the district office. Passage of the bond would help alleviate the overcrowding since elementary students would be housed in the middle school.
7. If the middle school students are housed in the old building, the district will be forced to spend for utilities for both the old and new buildings. This is an inefficient use of school funding.

District representatives welcome the opportunity to discuss and review this situation with you. We would be happy to be placed on a state board of education agenda. Please let us know if you need additional information.

Sincerely,



Harold A. Ott, Superintendent

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

**TITLE 63
REVENUE AND TAXATION
CHAPTER 13
MISCELLANEOUS PROVISIONS OF TAX LAW**

63-1309. SPECIAL TAXING DISTRICT OR BOND PROPOSAL DEFEATED IN ELECTION BARS SUBSEQUENT ELECTIONS FOR SPECIFIED TIME -- EXCEPTION -- BOARD OF EDUCATION MAY CONDUCT ELECTION -- MUNICIPALITIES, WATER OR SEWER DISTRICTS MAY CONDUCT BOND ELECTION. If any election has been held for the formation of any special taxing district, or for the approval of any bond issue or other proposal which would have resulted in a property tax levy, and the proposal submitted at such election was defeated, no subsequent election shall be held within six (6) months from and after the date of such prior election for the same or a similar purpose in any district which includes any part of the area which was affected by the prior election. In the event any school building is destroyed or rendered unusable for school purposes by reason of fire, flood or other catastrophe, and a school bond election for the purpose of the replacement of such building is prohibited by the provisions of this section, the state board of education shall have the power to authorize an election for such purpose by order based upon a finding of such facts. The provisions of this section shall not apply to school elections held solely for determining property tax levies for general school purposes not involving the issuance of bonds. This time requirement between elections shall not apply to municipalities or water and/or sewer districts when bond issues are being proposed for the installation or improvement of water supply systems or public sewerage systems which have been deemed necessary by the Idaho state board of health to bring such system or systems in conformance with state statutes or rules of the state board of health.

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SUBJECT

University of Phoenix–Idaho Program Approval

APPLICABLE STATUE, RULE, OR POLICY

Idaho Code Section 33-1258 and Office of the State Board of Education Rule 08.02.02.100.001

BACKGROUND

According to Idaho Code §33-1258 and State Board of Education Rule 08.02.02.100.01, the Professional Standards Commission has the responsibility to evaluate teacher preparation programs in Idaho.

The state review of the University of Phoenix educator preparation programs was conducted June 25-28, 2006. Approval was sought for the following programs: Master of Arts in Education/Administration and Supervision; Masters of Arts Education/ Teacher Education Elementary; Master of Arts Education/Teacher Education Secondary

DISCUSSION

In preparation for the visit, the professional education unit, which is responsible for the preparation of professional school personnel, prepared a self-study report and requested a peer review of their educator preparation programs. A four-member state program approval team and three state observers visited the University of Phoenix campus, located in Meridian, Idaho. Four programs were reviewed (though the University of Phoenix requested final approval for only three) to determine if there was evidence indicating that University of Phoenix candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel.

Following the June, 2006 visit the state team found both teacher preparation programs to deficient, in that there was insufficient evidence to demonstrate how the unit would assure content area proficiency and content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

The Professional Standards commission reviewed the recommendations of the state team and then reviewed the written rejoinder. In addition to the rejoinder submitted by the University of Phoenix in February of 2007, Andy Drotos, Regional Assistant Dean and Christi Rood, Campus College Chair, Boise, appeared before the Standards Committee on March 8, 2007 to address any additional questions or concerns voiced by the committee. The University of Phoenix also submitted an addendum to the original rejoinder on that day. The committee believed that the university representatives had then provided enough evidence to demonstrate how the unit would assure content area proficiency and content alignment with the enhancement standards as outlined in the Idaho

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Standards for Initial Certification of Professional School Personnel handbook for the secondary teacher education program.

On March 8, 2007, there was a review of the original state report from June 2006, the institutional rejoinder, and all supporting documentation. According to State Board-approved protocol for Idaho teacher preparation program reviews, "...the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action."

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Review Team Report	Page 5
Attachment 2 – Institutional rejoinder	Page 43
Attachment 3 – Institutional rejoinder addendum	Page 87

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission recommends the following regarding the program proposals brought forth by the University of Phoenix:

1. The Professional Standards Commission recommends for the **Master of Arts in Education/Administration and Supervision**: Hold as per original state report recommendation – **Recommend conditional approval**
2. The Professional Standards Commission recommends for the **Master of Arts Education/Teacher Education Secondary**: Reverse original state report recommendation – **Recommend conditional approval**
3. The Professional Standards Commission recommends for the Masters of **Arts Education/ Teacher Education Elementary**: Hold as per original state report recommendation-**Do not recommend approval at this time**

BOARD ACTION

A motion to approve the request by the State Department of Education that the Board grant conditional approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Administration and Supervision.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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A motion to approve the State Department of Education's request that Board grant conditional approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Teacher Education Secondary.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

A motion to approve the State Department of Education's request that Board deny approval of the program proposal brought forth by the University of Phoenix: Master of Arts in Education/Teacher Education Secondary.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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STATE REVIEW TEAM REPORT – University of Phoenix
June 25-28, 2006

Professional Standards Commission
Idaho State Board of Education

On-Site State Team:

Dr. Jann Hill, Chair
Dr. Lana Elliott
Virginia Robinson
Dr. Jim Bader

State Observers:

Dr. Mike Stefanic
Keith Potter
Cina Oravez

INTRODUCTION

The state review of the University of Phoenix teacher preparation programs was conducted June 25-28, 2006. In preparation for the visit, the professional education unit, which is responsible for the preparation of teachers, prepared a self-study report and requested a peer review of their teacher preparation programs. A four-member state program approval team and three state observers visited the University of Phoenix campus, located in Meridian, Idaho, to review four programs to determine if there was evidence indicating that University of Phoenix teacher candidates meet the Idaho Standards for the Initial Certification of Professional School Personnel.

The standards used to validate the institutional report were the Idaho Standards for the Initial Certification of Professional School Personnel. Rubrics for each set of standards were used for the review process. Team members determined if there were sufficient data from at least three sources of evidence to validate each area reviewed. Examples of the sources of data reviewed included: course syllabi, minutes of meetings, program plans and descriptions, advising checklists, class assignments and reports, portfolios, work samples, video tapes, and letters of support. In addition to the review of documents, team members also conducted interviews with candidates, college administrators, college faculty, Pre-K-12 principals, Pre-K-12 on-site teacher educators (OSTE), and college supervisors.

Finally, the report that follows uses the language recommended by national accrediting agencies. Three terms used throughout the report deserve a definition to assist the reader:

- *Candidate* – a student enrolled in an administrator (principal only) or teacher preparation program at the University of Phoenix - Meridian, Idaho location.
- *Student* – an individual enrolled in a Pre-K-12 public school
- *Unit* – refers to the institution's teacher preparation program

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I. PROGRAM RECOMMENDATION
University of Phoenix, June 25-28, 2006

PROGRAMS	RECOMMENDATIONS
School Administrator/MAED/ADM (Principal only)	Conditionally Approved
Core Standards	Core standards are reviewed but not subject to approval.
Elementary Education/BSEd	Not approved
Elementary Education/MAEd	Not approved
Secondary Education /MAEd English Language Arts/MAEd	Not Approved
Mathematics/MAEd	Not Approved
Science/MAEd (Foundation Standards)	Not Approved
• Biology	Not Approved
• Chemistry	Not Approved
• Earth and Space Science	Not Approved
• Physics	Not Approved
Social Studies/MAEd (Foundation Standards)	Not Approved
• Economics	Not Approved
• Geography	Not Approved
• Government/Civics	Not Approved
• History	Not Approved

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**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

II. TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Administrator Foundation - Principal Standards**

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Visionary and Strategic Leadership		X	
1.2 Application of Visionary and Strategic Leadership	X		

In an effort to determine whether or not a college/university meets the intent of the Idaho teacher certification standards, at least three acceptable sources of evidence should be demonstrated/observed. These sources may include, but are not limited to, syllabi, handbooks, web sites, brochures, other written data, and interviews.

The syllabi and other written data indicated that administrator candidates will have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Visionary and Strategic Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and

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sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership		X	
2.2 Application of Instructional Leadership	X		

The syllabi and other written data provide evidence that administrator candidates will have an overall understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement. There is, however, insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Instructional Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment and manages the organization, operations, and resources for the success of all students.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational Leadership		X	
3.2 Application of Management and Organizational Leadership	X		

The syllabi and other written data indicate that administrator candidates will have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student. If delivered as written, the standard will be met.

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Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Management and Organizational Leadership.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 4: Family and Community Partnerships - A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Family and Community Partnerships		X	
4.2 Application of Family and Community Partnerships	X		

The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Family and Community Partnerships.

Since there are no graduates from the Idaho program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 5: Professional and Ethical Leadership - The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Professional and Ethical Leadership		X	

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5.2 Application of Professional and Ethical Leadership	X		
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The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of the Understanding of Professional and Ethical Leadership.

Since there are no graduates from the program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

Standard 6: Governance and Legal Leadership - A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Element	Unacceptable	Acceptable	Target
6.1 Understanding Governance and Legal Leadership		X	
6.2 Application of Governance and Legal Leadership	X		

The syllabi and other written data demonstrate that administrator candidates will have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student. If delivered as written, the standard will be met.

Conversations with faculty and administrators confirmed an appropriate understanding of the program expectations in the area of Understanding Governance and Legal Leadership.

Since there are no graduates from the program, however, it is difficult to determine if the theoretical classroom aspects have been successfully implemented. This is an area that needs to be assessed in the future when data are available to support successful implementation of this program.

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Areas of Improvement:

1. **Standard 2.2 - There is insufficient evidence that candidates will have adequate experiences in ELL/ESL and/or bilingual/bicultural education or in the area of special education.**
2. **Because there are no candidates who have completed the administrator (principal only) program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 3.2, 4.2, 5.2 and 6.2.**

Recommended Action on All Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: University of Phoenix
Standard Reviewed: **Core Standards**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The unit does not have a clear plan in place to provide evidence that teacher candidates have adequate background knowledge of the subject matter they plan to teach or that they understand the ways new knowledge in the content area is discovered. Although the exiting performance standards for content knowledge are discussed in the self-study materials, the self-study materials do not directly address how the unit, upon a candidate's entrance to the various certification programs, will assure content alignment with the foundation and enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Since these programs have not yet been implemented, evidence that teacher candidates create learning experiences that make the subject matter taught meaningful to students is not available.

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Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunity for Development	X		

The unit does provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop through the coursework provided following entrance into the certification program. The unit offers Child and Adolescent Development, a course that specifically addresses such knowledge. In addition, the unit indicates fourteen other courses that include aspects of student learning and development. The program field experience matrix indicates candidates will use this knowledge to develop appropriate activities for specific age groups. Rubrics are in place to evaluate candidates on the teaching process and are specifically geared to ensure lessons are developmentally appropriate.

Due to lack of candidates, the unit has no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Accommodating Individual Learning Needs	X		

The unit contends that the majority of its certification coursework is aligned with adaptations of instruction for individual needs, as outlined in the institutional report as well as the provided diskettes. Course syllabi confirmed this support. The criteria within the field experience handbook depict candidates' observations, planning, and execution of instructional adaptations for individual needs. Field experience evaluation templates also affirm such understanding. Sample lesson plans, provided from other sites, included adaptations for individual needs. It is evident there is a process in place to

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provide evidence that teacher candidates will demonstrate an adequate understanding of how students differ in their approaches to learning.

The unit currently provides no evidence that teacher candidates create instructional opportunities that are adapted to students with diverse needs, due to lack of candidates in the program.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies	X		

The unit does provide evidence that teacher candidates, during their certification coursework, will be required to display an adequate understanding of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills. Understanding of such instructional strategies appears to be embedded within all methods courses as well as the Foundations of Education and Models and Theories of Instruction. Teacher candidates will utilize this information, since they are expected to note and reflect upon instructional strategies observed in classroom settings. The field experience expectations also depict teacher work samples that include multiple instructional strategies. This was confirmed with samples submitted from various sites.

A lack of candidates limits evidence that teacher candidates use a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	

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5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		
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The unit provides a comprehensive classroom management course. The methods courses also include content for their respective classroom motivation and management issues. Evidence from other university sites confirmed candidate understanding of classroom management/motivation through examples of candidate management plans and follow-through. The field experience matrix indicates teacher candidates will observe, create, evaluate, and reflect upon such skills in an authentic setting. It is apparent the unit does have a process in place for candidates to demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

The unit provides no evidence that teacher candidates are able to create, manage, or modify safe and productive learning environments due to lack of candidates in the program.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills	X		

The unit does provide evidence that teacher candidates, through their certification coursework, will be required to demonstrate an adequate ability to model and use communication skills appropriate to professional settings. Two courses in particular, Skills for Professional Development and Models and Theories of Instruction, are catered toward demonstrating effective oral and group presentation skills as well as differing questioning strategies for effective learning. Methods courses appear to also include aspects of such strategies. Applied use of technology appears to be embedded throughout.

The unit provides no evidence that teacher candidates are able to create learning experiences that promote student higher order thinking and communication skills, including listening, speaking, writing, and expression in other media, due to lack of candidates in the program.

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Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Student Needs and Community Contexts	X		

The unit does provide evidence that a program is in place for teacher candidates to demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Syllabi denote such candidate planning skills as a part of the coursework description. Sample lesson plans and student philosophy papers indicate confirmation of implementation at other site areas.

Due to lack of candidates, the unit is unable to provide evidence that teacher candidates have the ability to plan and prepare instruction based upon consideration of students' needs and community contexts.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

The unit does provide evidence that teacher candidates will demonstrate an adequate understanding of formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. Assessment in Elementary Education is just one course that requires the teacher candidates to explore the characteristics of sound classroom assessments. Methods coursework will also enhance such knowledge by asking teacher candidates to utilize formal and informal

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assessments within the content areas. Teacher work samples will clarify candidate's ability to utilize assessment within the teaching unit. The field experience handbook pinpoints specific areas throughout the program where the candidate will observe, create, analyze, and reflect upon assessment effectiveness.

Currently there are no candidates to provide evidence that teacher candidates are able to use and interpret formal and informal assessment strategies to evaluate performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

Evidence appears to indicate the unit's vision is based upon professionalism. Coursework, as outlined in the self-study materials, does not focus on the candidate as a reflective practitioner, but rather on the professional development of a classroom teacher. Course syllabi, teacher work samples, candidate handbooks, and evaluation rubrics, however, do not include reflection as an important indicator of success. Thus, it does not appear that a process is in place to provide evidence that teacher candidates will demonstrate adequate ability to be reflective practitioners who are committed to their profession.

Due to lack of candidates, the program provides no evidence that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships	X		

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The unit has a plan in place to assist teacher candidates to understand the importance of communication and cooperation with parents. Based on the field experience handbook, candidates will be expected to examine relationships among teachers, colleagues, administration, and support staff. The unit provides no evidence, however, that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being. Evidence is due to lack of candidates in program.

Area of Improvement:

1. Standard 1.1 - There is insufficient evidence that teacher candidates will have adequate background knowledge of the subject matter that they plan to teach.
2. Standard 1.1 - There is insufficient evidence that there will be content alignment with foundation and enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School handbook.
3. Standard 9.1 – There is insufficient evidence that a process is in place to demonstrate that teacher candidates have adequate ability to be reflective practioners.
4. **Since there are no candidates who have completed any of the reviewed programs at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in Standards 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2 and 9.2.**
5. Standard 10.1 - Since there are no candidates who have completed the program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements of this standard.

College/University: University of Phoenix

Review Dates: June 25-28, 2006

Standards Reviewed: **Elementary Education**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

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The unit does not verify that a clear plan is in place to provide evidence that teacher candidates have adequate background knowledge of elementary subject content; that they understand connections across the curriculum; that they demonstrate an ability to attain information and resources when necessary; or that they communicate with students various ways knowledge in a content area is discovered. Although the exiting performance requirements with regard to subject matter knowledge are discussed, the self-study does not address how the undergraduate program will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook upon a candidate's entrance into the elementary program in areas such as math, literacy, science, social sciences, fine arts, health, etc.

The rubric included in the self-study materials does provide a generic list of University of Phoenix classes for each enhancement element for Standard 1, but there are no syllabi, no explanation of how these courses are relevant to the standard, and no indication of how many courses or credits are required. Likewise, with the master's program, content coursework requirements for candidates entering the graduate program were not clearly addressed. Although the transcript analysis process is thoroughly explained in the self-study, the coursework requirements for elementary content are not clearly delineated. Consequently, the unit's plan for elementary content knowledge and preparation could not be reviewed for approval.

Since this program has not yet been implemented, candidate performance data are not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		

This enhancement standard for elementary education was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates, upon entrance into the program, will have adequate understanding of how young children and early adolescents learn, and that their literacy and language development influence learning and instructional decisions could not be reviewed for approval.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

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2. Standard 1.1 - There is insufficient evidence to demonstrate that teacher candidates will have adequate background knowledge of elementary subject content.
3. Standard 1.2 - Since there are no candidates who have completed the elementary program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make subject matter meaningful to students.
4. **Standard 2.1 - There is insufficient evidence that candidates will have adequate understanding of how young children and early adolescents learn and develop.**

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved at either the BSEd or MAEd level

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **English Language Arts**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in language arts. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not address, however, how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional Personnel handbook.

There is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate adequate knowledge of English language arts, including the

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nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study as outlined in Idaho's standards.

Since this program has not yet been implemented, evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content is not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This enhancement standard for English language arts was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This enhancement standard for English language arts was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels could not be reviewed for approval.

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Currently, there are no candidates in the program, so performance evidence is not available.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning	X		
8.2 Using and Interpreting Program and Student Assessment Strategies	X		

This enhancement standard for English language arts was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations) could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

This enhancement standard for English language arts was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession could not be reviewed for approval.

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Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of English subject content.
3. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.
4. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
5. Standard 8.1 - There is insufficient evidence to show that teacher candidates will be able to assess student learning.
6. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.
7. **Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 8.2 and 9.2.**

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

University: University of Phoenix
Standards Reviewed: Mathematics

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and create meaningful learning experiences that make these aspects of subject matter meaningful for students.

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Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in mathematics. However, there are no program plans or descriptions of requirements for math content to indicate that teacher candidates demonstrate adequate understanding of mathematics, as delineated in professional and institutional standards, the techniques and applications of statistics and data analysis, and the importance of engaging students in contributing to mathematical content development.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make mathematics inquiry, critical analysis, synthesis, and structures meaningful to students is not yet available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This standard was not addressed in the self-study materials. Consequently, there is insufficient evidence to determine if the unit requires teacher candidates to demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics is not yet available.

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Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections	X		
11.2 Application of Mathematical Connections	X		

This standard was not addressed in the self-study materials. Consequently, there is insufficient evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields.

Since this program has not yet been implemented and there are currently no candidates, evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make connections between the strands of mathematics and between mathematics and other disciplines is not yet available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of Mathematics subject content.
3. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
4. Standard 11.1 – There is insufficient evidence to show that teacher candidates demonstrate an adequate understanding of significant mathematical connections.
5. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 4.2 and 11.2.

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Recommended Action on all Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Science Foundation Standards**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in science. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not, however, address how the program will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Consequently, there is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and an understanding of how to articulate the importance of engaging in the process of science as outlined in Idaho’s standards.

Since this program has not yet been implemented, evidence is not available that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. Likewise, the use of materials and resources that support instructional goals and learning activities, including laboratory exercises, that are consistent with curriculum goals and reflect principles of effective instruction is not available.

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Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of the conceptions students are likely to bring to class which can interfere with learning could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Instructional Strategies	X		
4.2 Application of Multiple Instructional Strategies	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of how to apply mathematics and technology to analyze, interpret, and display data could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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Element	Unacceptable	Acceptable	Target
6.1 Communication Skills	X		
6.2 Application of Thinking and Communication Skills	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations) could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners	X		
9.2 Developing in the Art and Science of Teaching	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Creating a Safe Learning Environment	X		

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This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage locations in the following areas could not be reviewed for approval: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and/or 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Effective Use of Laboratory/Field Experiences	X		

This foundation standard for science was not directly addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate ability to explain the importance of laboratory/field activities in the learning of science could not be reviewed for approval. Likewise, to routinely engage students in experiencing the phenomena they are studying by means of laboratory/field exercises, and to carefully orchestrate demonstrations of the phenomena for larger groups when necessary could not be reviewed for approval.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the science foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of science subject content.
3. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.
4. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.
5. Standard 6.1 - There is insufficient evidence to show that teacher candidates will demonstrate adequate communication skills.

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6. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.
7. Standard 11.1 - There is insufficient evidence to show that teacher candidates will be able to create a safe learning environment.
8. Standard 12. 1 - There is insufficient evidence to show that teacher candidates will be able to demonstrate effective use of laboratory/field experiences.
9. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 6.2 and 9.2.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix

Review Dates: June 25-28, 2006

Standards Reviewed: **Biology**

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of biology and creates learning experiences that make these aspects of biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Biology	X		
1.2 Making Biology Meaningful	X		

This enhancement standard for Biology was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

There are no candidates in the program, so performance evidence is not currently available.

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Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of biology subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make biology meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Chemistry**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of chemistry and creates learning experiences that make these aspects of chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Chemistry	X		
1.2 Making Chemistry Meaningful	X		

The enhancement standard for chemistry was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

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Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of chemistry subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make chemistry meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix Review Dates: June 25-28, 2006
Standards Reviewed: **Earth and Space Science**

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of earth and space science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science	X		
1.2 Making Earth and Space Science Meaningful	X		

The enhancement standard for earth and space science was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of earth and space science content and the nature of earth and space science knowledge and understand and are able to articulate the importance of engaging in the process of science could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

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Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of earth and space science subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make earth and space science meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Physics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Physics	X		
1.2 Making Physics Meaningful	X		

The enhancement standard for physics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding and knowledge of physics content could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

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Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of physics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make physics meaningful to students.

Recommended Action on all Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix

Review Dates: June 25-28, 2006

Program Reviewed: **Social Studies**

Standards Reviewed: Foundation Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

The self-study materials include a matrix that lists “applicable coursework areas” for subject matter preparation in social studies. The self-study also states that students must hold a major from an accredited institution in the area they want to teach and that student transcripts will be evaluated verifying the appropriate number of semester credits as designated by the state certification office. The self-study does not, however, address how the program will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.

Consequently, there is insufficient documentation to determine the unit’s plan for assuring that teacher candidates demonstrate an adequate knowledge base of the

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social studies disciplines (e.g., history, economics, geography, and political science); the ways nations and societies have changed over time; and the impact that culture, religion, technology, the quest for equality, and other factors have on historical processes as outlined in Idaho's standards.

Since this program has not yet been implemented, evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of nations and cultures in terms of their diversity, commonalities, and interrelationships; and incorporate current events and research into the curriculum is not available.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning	X		
2.2 Provide Opportunity for Development	X		

This foundation standard for social studies was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social, and personal development could not be reviewed for approval.

There is insufficient documentation in the self-report to determine the unit's plan for assuring that teacher candidates demonstrate an adequate knowledge to provide opportunities for students to perform community service relevant to the social sciences.

Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of social studies subject matter and structure.

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3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make social studies meaningful to students.
4. Standard 2.1 – There is insufficient evidence to show that teacher candidates will be able to demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social and personal development.
5. Standard 2.2 – There is insufficient evidence to show that teacher candidates will be able to provide opportunities for students to perform community service.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Economics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for economics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates are offered a basic understanding of economic concepts and models, the influences on economic systems, different types of economic institutions and how they differ from one another, and the principles of sound personal finance could not be reviewed for approval.

Currently, there are no candidates in the program, so performance evidence is not available.

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Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of economics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make economics meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Geography**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for geography was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; the physical characteristics of places and regions, and their inhabitants could not be reviewed for approval. Likewise, the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the role of geographic information systems, remote sensing, and satellite imaging could not be reviewed for approval.

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Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of geography subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make geography meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **Government/Civics**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for government/physics was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States could not be reviewed for approval.

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Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of government/ civics subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make government/civics meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

College/University: University of Phoenix
Standards Reviewed: **History**

Review Dates: June 25-28, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

This enhancement standard for history was not addressed in the self-report. Therefore, the unit's plan for assuring that teacher candidates have an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history could not be reviewed for approval.

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Currently, there are no candidates in the program, so performance evidence is not available.

Areas of Improvement:

1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.
2. Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of history subject content.
3. Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make history meaningful to students.

Recommended Action on All Standards:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

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III. INTERVIEW INDEX

Marla La Rue, Dean
Meredith Curley, Associate Dean
Andy Drotos, Regional Assistant Dean
Christi Rood, Campus College Chair, Boise
Bill Bach, Director of Academic Affairs
Sharron Marr, Transcript Analyst
Dallas Taylor, faculty member
Chris Baskette, faculty member
Glenda Rohrbach, faculty member
12 Students in administration class

*Idaho State Board of Education
Professional Preparation Program Approval
Institutional Rejoinder*



University of Phoenix, College of Education
February 2007

Introduction

This institutional rejoinder is being submitted in response to the Idaho State Review Team Report for University of Phoenix graduate programs in pre-service teacher preparation. The site review team asked for additional information on the following programs: Master of Arts in Education, Teacher Education, Elementary (MAED/TED-E) and Master of Arts in Education, Teacher Education, Secondary (MAED/TED-S).

The University of Phoenix has provided post baccalaureate and Master degree programs for pre-service teachers since 1994; serving non-traditional, adult students who are choosing to re-career into the field of education after working in other industries. We currently offer state-approved pre-service teacher education programs in twelve states, including many of Idaho's neighboring states (Utah, Nevada, California, Oregon, and Colorado) enrolling more than 10,000 pre-service educators. Individuals in our MAED/TED programs have already earned a bachelor's degree from a regionally accredited institution and enroll in our programs to obtain the professional preparation pedagogy required for certification. We look forward to the opportunity to provide educational routes for non-traditional students in Idaho and graduate candidates that add to the pool of qualified teachers in the state.

The University of Phoenix submitted its initial report in December 2005 and hosted a site visit in June 2006. The review team asked for clarification on several items and a Response to Feedback report was submitted in August 2006. The State Review Team Report, received in December 2006 noted several areas of improvement. This document is provided as a response.

MASTER OF ARTS IN EDUCATION, TEACHER EDUCATION, ELEMENTARY (MAED/TED-E)

Areas of Improvement (Noted by State Review Team):

3. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
4. *Standard 1.1 - There is insufficient evidence to demonstrate that teacher candidates will have adequate background knowledge of elementary subject content.*

University Response:

As noted above, candidates enrolling in the MAED/TED-E program must already possess an undergraduate degree from a regionally accredited institution as a requirement for admission. The University also conducts a transcript evaluation to determine candidates' ability to meet specific content course work requirements, as documented in the Idaho Standards for Initial Certification of Professional School Personnel handbook. The site review team interviewed the individual who oversees the transcript evaluation process for

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education programs and additional written documentation to support this process was provided in the Response to Feedback report submitted in August 2006. Candidates' transcripts must include the following:

- Twelve (12) semester credit hours (18 quarter) of English, including composition and literature
- Twelve (12) semester credit hours (18 quarter) of social science, including U.S. History and/or American (Federal) government (***psychology will not satisfy this requirement***). Course work accepted as social science shall be earned through these departments: History, Political Science, Sociology, Anthropology, Economics and/or Geography.
- Eight (8) semester credit hours, (12) quarter, in two (2) or more areas of natural science. The three (3) natural science areas are: Biological Science, Physical Science and Earth Science.
- Three (3) semester credit hours, (4 quarter), of fine arts (music or art) department course work.
- Six (6) semester credit hours, (9 quarter), in math department course work.
- Three (3) semester credit hours, (4 quarter), in the content or methods of physical education and/or health education, exclusive of activity classes.

In addition to the undergraduate degree and transcript evaluation, candidates' content knowledge is evaluated through passing scores on the state-mandated Praxis II content knowledge exam, evaluation of content knowledge in assignments related to lesson plans/unit plans, performance assessments during field experience and student teaching, and a culminating Teacher Work Sample project during student teaching.

10. Standard 1.2 - Since there are no candidates who have completed the elementary program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make subject matter meaningful to students.

University Response:

The University is requesting program approval prior to enrolling candidates, as required by Idaho regulations. An initial site visit was conducted to review program materials and address questions related to the institution's plan to provide programs which meet the Idaho Standards. Future site visits will provide reviewers with the opportunity to interview students, faculty, and local practitioners who have worked with our candidates.

This program has been reviewed numerous times by agencies of other states to verify content knowledge and pedagogical knowledge. Our most recent review was conducted by the Arizona Department of Education in October 2006. This program received a recommendation for full, five year approval, the highest level of approval awarded. In addition, our institution participated in a national accreditation visit by the Teacher Education Accreditation Council (TEAC) in December 2006. This comprehensive visit reviewed programs across states and a final accreditation decision is pending.

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11. *Standard 2.1 - There is insufficient evidence that candidates will have adequate understanding of how young children and early adolescents learn and develop.*

University Response:

The State Review Team report noted the following:

The unit does provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop through the coursework provided following entrance into the certification program. The unit offers Child and Adolescent Development, a course that specifically addresses such knowledge. In addition, the unit indicates fourteen other courses that include aspects of student learning and development. The program field experience matrix indicates candidates will use this knowledge to develop appropriate activities for specific age groups. Rubrics are in place to evaluate candidates on the teaching process and are specifically geared to ensure lessons are developmentally appropriate.

Due to lack of candidates, the unit has no evidence that teacher candidates provide opportunities to support students' intellectual, social, and personal development.

The team documented that the program does “provide ample documentation that teacher candidates will be able to demonstrate an adequate understanding of how students learn and develop”; however, the area of concern seems to focus on the lack of student interaction/observation to confirm that knowledge and skills have been mastered. It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

MASTER OF ARTS IN EDUCATION, TEACHER EDUCATION, SECONDARY (MAED/TED-S)

University Response:

The University of Phoenix applied for approval of its Master of Arts in Education, Teacher Education, Secondary program. This is a post-baccalaureate Master degree program which is comprised of professional preparation course work designed to provide candidates with the pedagogical knowledge and skills needed as an entry-level teacher. Candidates already have an undergraduate degree from a regionally accredited institution as per our own admissions requirements.

The University also conducts a transcript evaluation to determine candidates' ability to meet specific content course work requirements, as documented in the Idaho Standards for Initial Certification of Professional School Personnel handbook. The site review team interviewed the individual who oversees the transcript evaluation process for education programs and additional written documentation to support this process was provided in the Response to Feedback report submitted in August 2006. Secondary candidates must meet the following requirements:

Students in the MAEd/TED-Secondary program must have preparation in at least two fields of secondary teaching: a major of at least 30 semester (45 quarter) credit hours **AND** a minor subject of at least 20 semester (30 quarter) credit hours.

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OR

A major of at least 45 semester (68 quarter) credits in a single subject area may be used in lieu of a major or minor field. Majors/minors in the following areas are acceptable:

- American Government
- American Studies
- Anthropology
- Biological Science
- Business Technology Education
- Chemistry
- Communication
- Composition
- Creative Writing
- Earth Science
- Economics
- English
- Environmental Science
- Geography
- Geology
- History
- Life Science
- Literature
- Marketing Technology Education
- Mathematics – Basic
- Mathematics – Standard
- Natural Science
- Philosophy
- Physical Science
- Physics
- Political Science
- Psychology
- Reading
- Secondary Language Arts
- Social Studies
- Sociology
- Sociology/Anthropology
- Speech
- State History/Government

In addition to the undergraduate degree and transcript evaluation, candidates' content knowledge is evaluated through passing scores on the state-mandated Praxis II content knowledge exam, evaluation of content knowledge in assignments related to lesson plans/unit plans, performance assessments during field experience and student teaching, and a culminating Teacher Work Sample project during student teaching.

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The State Review Team denied approval for twelve separate content-specific degree programs; none of which exists at the University of Phoenix. Our program model is designed to provide pedagogical knowledge, not content knowledge, for bachelor's prepared individuals. This model has proven successful in numerous states over the past thirteen years and has assisted thousands of individuals to re-career into the teaching field. The University has multiple measures in place which require candidates to document and demonstrate content knowledge, as noted above. The University is requesting approval of a program that provides the re-careering, adult student with the professional preparation needed to supplement their existing content knowledge.

Each of the findings and noted 'areas of improvement' documented by the review team are noted below.

English Language Arts

Areas of Improvement (Noted by State Review Team):

- 1. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
- 2. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of English subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful, in the program.

- 5. Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.*
- 7. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
- 8. Standard 8.1 - There is insufficient evidence to show that teacher candidates will be able to assess student learning.*
- 9. Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.*

University Response:

The State Review document noted that the "enhancement standard for English language arts was not addressed in the self-report". That is accurate. The University is not seeking approval for an English language arts content degree. A Program Matrix (on CD) was

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provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. The University believes this documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution's ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

- 10. Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 8.2 and 9.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Mathematics

Areas of Improvement(Noted by State Review Team):

- 3. There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
- 4. Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of Mathematics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

- 5. Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
- 6. Standard 11.1 – There is insufficient evidence to show that teacher candidates demonstrate an adequate understanding of significant mathematical connections.*

University Response:

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The State Review document noted that the “enhancement standard for (content area) was not addressed in the self-report”. That is accurate. The University is not seeking approval for a content degree. A Program Matrix (on CD) was provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. This documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution’s ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

7. *Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 4.2 and 11.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Science Foundation

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the science foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of science subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

3. *Standard 2.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of human development and learning.*

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4. *Standard 4.1 - There is insufficient evidence to show that teacher candidates will have adequate understanding of multiple instructional strategies.*
3. *Standard 6.1 - There is insufficient evidence to show that teacher candidates will demonstrate adequate communication skills.*
4. *Standard 9.1 There is insufficient evidence to show that teacher candidates will be able to demonstrate professional commitment and responsibility as reflective practitioners.*
5. *Standard 11.1 - There is insufficient evidence to show that teacher candidates will be able to create a safe learning environment.*
6. *Standard 12. 1 - There is insufficient evidence to show that teacher candidates will be able to demonstrate effective use of laboratory/field experiences.*

University Response:

The State Review document noted that the “enhancement standard for (content area) was not addressed in the self-report”. That is accurate. The University is not seeking approval for a content degree. A Program Matrix (on CD) was provided in the original program approval submission which demonstrated how the MAED/TED programs are designed to meet the Idaho Core Teacher Standards, through course work, field experience, and multiple assessment measures. In addition, a matrix was provided in the original application which identified specific course topics/objectives and their alignment to the Idaho Core Teacher Standards. The Program Matrix (CD) and standards matrix have been provided with this rejoinder for further consideration. This documentation, along with evidence and clarification provided at the site visit, demonstrate our ability to provide candidates with a program that will provide them with the knowledge and skills required for entry-level teachers. The initial approval of these programs is based on the institution’s ability to provide a plan for implementing a program which is aligned to and designed to address the Idaho Core Teacher Standards and such evidence has been provided.

7. *Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to demonstrate the requirements in standards 1.2, 2.2, 4.2, 6.2 and 9.2.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

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Biology

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of biology subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make biology meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Chemistry

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
2. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of earth and space science subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

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3. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make earth and space science meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Physics

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of physics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make physics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Social Studies

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the foundation standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*

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2. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of social studies subject matter and structure.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

3. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make social studies meaningful to students.*

4. *Standard 2.1 – There is insufficient evidence to show that teacher candidates will be able to demonstrate an adequate understanding of how leadership, group, and cultural influences contribute to intellectual, social and personal development.*

7. *Standard 2.2 – There is insufficient evidence to show that teacher candidates will be able to provide opportunities for students to perform community service.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Economics

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to show that teacher candidates will have adequate background knowledge of economics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

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6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make economics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Geography

Areas of Improvement:

4. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
5. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of geography subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make geography meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

Government/Civics

Areas of Improvement:

1. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*

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2. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of government/ civics subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

4. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make government/civics meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

History

Areas of Improvement:

3. *There is insufficient evidence to demonstrate how the unit will assure content alignment with the enhancement standards as outlined in the Idaho Standards for Initial Certification of Professional School Personnel handbook.*
4. *Standard 1.1 - There is insufficient evidence to shows that teacher candidates will have adequate background knowledge of history subject content.*

University Response:

Please see information provide above, as it relates to the Master of Arts in Education, Teacher Education, Secondary programs. Candidates must demonstrate content knowledge through multiple means in order to enter, and be successful in, the program.

6. *Standard 1.2 - Since there are no candidates who have completed this program at the time of this evaluation, there is insufficient evidence to determine if candidates are able to make history meaningful to students.*

University Response:

It was our understanding that initial program review focused on the knowledge standards, e.g. 2.1 Understanding Human Development and Learning, and not the application standards, e.g. 2.2 Provide Opportunity for Development. Review of the application standards will occur at subsequent site visits once there are students well underway in the program. At this time, it is not possible to demonstrate student application of knowledge.

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students.	MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary) Examine the content and skills associated with history and social science instruction. Compare and contrast the different content areas that comprise history and social science. Examine ways in which history and social science may fit within an elementary curriculum. Compare and contrast several history and social science P-8 curriculum models. Integrate history and social science instruction with other content areas. Create lessons that require students to utilize critical thinking and study skills. Explain how to use questioning for critical thinking. Create lessons that incorporate strategies for active learning. Construct themes and content connections for integrated units of study.	1A: Knowledge of Content and Pedagogy

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Identify the specific content and process standards in P-8 mathematics and science.</p> <p>Analyze the process for successful problem-solving.</p> <p>Analyze strategies for facilitating problem-solving activities.</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of visual and performing arts in the P-8 curriculum.</p> <p>Use appropriate vocabulary to identify and describe components of visual and performing arts.</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	1A: Knowledge of Content and Pedagogy

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Identify the framework content for physical education and health.</p> <p>Examine ways in which physical education and health fit within the elementary curriculum.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p> <p>Demonstrate an age-appropriate integrated lesson that is focused on a key content area of physical education and health.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Analyze the development of mathematics education in the United States and how it relates to the contemporary classroom.</p> <p>Develop effective strategies for small group instruction.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p> <p>Implement writing across the mathematics curriculum.</p>	1A: Knowledge of Content and Pedagogy

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
<p>1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)</p>	<p>MAT 546: Curriculum Constructs and Assessment: English/Language Arts (Secondary)</p> <p>Utilize state and national standards to create lesson plans and develop units of study.</p> <p>Define the developmental stages of writing.</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Identify the diverse needs of students at different reading levels.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Define the skills students must develop to critically read and respond to a variety of texts.</p> <p>Develop strategies for expanding student literacy through the study of multicultural, genre literature, and literature written by women.</p> <p>Analyze the components of an effective assignment in speech.</p> <p>MAT 547: Curriculum Constructs and Assessment: History/Social Science (Secondary)</p> <p>Identify skills and values that should be developed in social studies classrooms.</p> <p>Identify relevant content standards to use in structuring lessons and units.</p> <p>Integrate the use of literature, other non-textbook resources, and technology into social studies instruction.</p> <p>Integrate writing into social studies instruction.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p>	<p>1A: Knowledge of Content and Pedagogy</p>

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
1. Knowledge of Subject Matter: The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates learning experiences that make these aspects of subject matter meaningful for students. (continued)	<p>MAT 548: Curriculum Constructs and Assessment: Science (Secondary)</p> <p>Define science as an academic discipline.</p> <p>Review the history of science education in the United States.</p> <p>Examine national and state science standards.</p> <p>Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting.</p> <p>Utilize state and national standards for lesson planning and unit development.</p> <p>Analyze the effects of national and state standards on science curriculum.</p> <p>Prepare students for laboratory and field work.</p>	1A: Knowledge of Content and Pedagogy
2. Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.	<p>MAT 505: Child and Adolescent Development (Elementary and Secondary)</p> <p>Examine the stages of physical development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the stages of cognitive development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the stages of social and emotional development in infancy, early childhood, middle childhood, and adolescence.</p> <p>Examine the development of moral reasoning and self control in early and middle childhood and in adolescence.</p> <p>MAT 548: Curriculum Constructs and Assessment: Science (Secondary)</p> <p>Describe adolescent development and how it impacts lesson design and instructional strategies.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3A: Communication</p> <p>3B: Student Engagement</p> <p>3C: Diversity</p>

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
2. Knowledge of Human Development and Learning: The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: English/Language Arts (Secondary)</p> <p>Define the developmental differences between middle and secondary level students and how this impacts lesson design and instructional strategies.</p>	
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.	<p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary)</p> <p>Explain how to plan and implement a lesson based on a variety of instructional strategies.</p> <p>Demonstrate how to use various instructional strategies to promote student-centered learning.</p> <p>MAT 515: Instruction and Assessment of English Learners (Elementary and Secondary)</p> <p>Evaluate the impact of culture-related factors used in determining educational strategies and interventions.</p> <p>Demonstrate the ability to develop and incorporate activities that develop listening, speaking, reading, and writing skills across the curriculum.</p> <p>MAT 517: Survey of Special Populations (Elementary and Secondary)</p> <p>Analyze instructional strategies used in adapting learning activities to individual students' needs.</p> <p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Interpret an Informal Reading Inventory (IRI) or Running Record to identify student strengths, weaknesses, and reading level.</p> <p>Implement a program of remediation based on assessment findings.</p> <p>Deliver and evaluate lessons or instructional routines based on continuous diagnostic assessment.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Examine how personal experiences shape teaching/learning perceptions in the history and social science classroom.</p> <p>Accommodate instruction and assessment for diverse learners.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Analyze the impact that student culture, ideas, learning styles, and mathematics and science dispositions have on mathematics and science instruction.</p> <p>Develop diagnostic, formative, and summative assessments in mathematics and science that are aligned with and guide instruction.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Accommodate instruction and assessment for diverse learners.</p> <p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Examine how to adapt health instruction and assessment for diverse learners.</p> <p>Examine how to adapt physical education instruction and assessment for diverse learners.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Explore alternative teaching strategies to assist students in understanding mathematical concepts and their application.</p> <p>Describe appropriate modifications for special needs students.</p> <p>Apply contemporary learning theories to understand how different students learn mathematics.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
3. Modifying Instruction for Individual Needs: The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Define the developmental differences between middle and secondary level students and how this impacts lesson design and instructional strategies.</p> <p>Analyze instructional strategies that meet the learning needs of diverse students.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Elementary)</p> <p>Analyze social studies lessons that meet the needs of diverse learners and take into account multiple learning styles.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Evaluate inclusion strategies for diverse learners in the science classroom.</p>	
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning.	<p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary)</p> <p>Explain how different questioning strategies contribute to learning.</p> <p>Compare and contrast at least three different instructional strategies, such as guided discovery, inquiry learning, and direct instruction.</p> <p>Explain how to plan and implement a lesson based on a variety of instructional strategies.</p> <p>Describe how students' critical thinking skills can be promoted through effective objectives, questioning, and activities.</p> <p>Demonstrate how to use various instructional strategies to promote student-centered learning.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Create comprehension learning activities to use in a tutorial/small group/classroom context.</p> <p>Identify instructional strategies and activities for language acquisition.</p> <p>Examine word attack strategies readers use to process written language for meaning.</p> <p>Examine pre-reading, during-reading, and post-reading activities that enhance comprehension.</p> <p>Identify instructional practices and methods for teaching comprehension.</p> <p>Evaluate pedagogical approaches in vocabulary development.</p> <p>Identify student and teacher behaviors during the various stages of the writing process.</p> <p>Examine the use of effective oral reading practices to support literacy development.</p> <p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>Construct themes and content connections for integrated units of study.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Analyze the process for successful problem-solving.</p> <p>Analyze strategies for facilitating problem-solving activities.</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
<p>4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)</p>	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Apply the stages of human growth and development in P-8 students to healthy lifestyle, self-concept, and wellness.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Apply the stages of human growth and development in P-8 students to human movement, skill development, and fitness.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Develop effective strategies for small group instruction.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p> <p>Develop plans for utilizing computers in the mathematics classroom.</p> <p>Analyze appropriate uses of the Internet in the mathematics classroom.</p> <p>Explore alternative teaching strategies to assist students in understanding mathematical concepts and their application.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Develop strategies for expanding student literacy through the study of multicultural, genre literature, and literature written by women.</p> <p>Develop strategies for establishing critical reading skills for various mediums.</p> <p>Analyze the role of technology in English/Language Arts instruction.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Analyze the use of a wide variety of teaching strategies in the social studies classroom.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>Integrate the use of literature, other non-textbook resources, and technology into social studies instruction.</p> <p>Integrate writing into social studies instruction.</p> <p>Compare and contrast different levels of questioning using Bloom's Taxonomy.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p>	<p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p> <p>2C: Creating a Positive Learning Climate</p> <p>3C: Diversity</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to develop student learning. (continued)	MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary) Investigate and evaluate various instructional strategies in science education. Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting. Identify the elements necessary for a safe science laboratory and classroom. Prepare students for laboratory and field work. Examine the use of computers and other technology in science instruction.	1B: Instructional Planning and Resources 1C: Instructional Design 2C: Creating a Positive Learning Climate 3C: Diversity

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
5. Classroom Motivation and Management Skills: The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.	<p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary)</p> <p>Analyze the guiding principles of a proactive management plan.</p> <p>Demonstrate communication skills that assist students in solving problems and making appropriate choices.</p> <p>Analyze reasons and methods for establishing classroom expectations and procedures according to purpose, age-appropriateness, and ease in implementation.</p> <p>Evaluate time management strategies, including transition time, distribution of materials, and the use of time limits to assist effectively in maintaining continuity within the classroom.</p> <p>Examine methods for involving students in the learning process.</p> <p>Analyze strategies to promote students' participation in the classroom.</p> <p>Describe strategies to enhance student responsibility and social development.</p> <p>Describe a physical environment that engages all students.</p> <p>Analyze how short-term and long-term instructional planning fosters effective classroom management.</p> <p>Utilize differentiated/Individualized instruction to create a classroom environment conducive to learning for all students.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Mathematics (Elementary)</p> <p>Identify specific classroom management issues related to successful teaching when implementing instructional strategies in mathematics and science.</p> <p>Examine a classroom environment that provides opportunities for productive discourse.</p>	<p>2A: Managing Classroom Procedures</p> <p>2B: Managing Student Behavior</p> <p>2C: Creating a Positive Learning Climate</p> <p>3B: Student Engagement</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
5. Classroom Motivation and Management Skills: The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self motivation. (continued)	<p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of planning and preparation for visual and performing arts instruction.</p> <p>Analyze issues of classroom management during visual and performing arts instruction.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Establish strategies for creating an effective learning environment.</p> <p>Develop effective strategies for small group instruction.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Identify strategies for promoting positive learning environments in English/language arts classrooms.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify strategies for promoting positive learning environments in social studies classrooms.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify the elements necessary for a safe science laboratory and classroom.</p> <p>Summarize the strategies for effective management in the science classroom.</p>	<p>2A: Managing Classroom Procedures</p> <p>2B: Managing Student Behavior</p> <p>2C: Creating a Positive Learning Climate</p> <p>3B: Student Engagement</p>

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<p>6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.</p>	<p>COM 516: Professional Communications (Elementary and Secondary) Assess effective oral communication skills. Evaluate individual writing strengths and weaknesses.</p> <p>MAT 501: The Art and Science of Teaching (Elementary and Secondary) Demonstrate effective oral and written skills in individual and group work.</p> <p>MAT 509: Models, Theories, and Instructional Strategies (Elementary and Secondary) Explain how different questioning strategies contribute to learning. Compare and contrast at least three different instructional strategies, such as guided discovery, inquiry learning, and direct instruction. Explain how to plan and implement a lesson based on a variety of instructional strategies. Describe how students' critical thinking skills can be promoted through effective objectives, questioning, and activities.</p> <p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary) Identify roadblocks to communication. Demonstrate communication skills that assist students in solving problems and making appropriate choices. Examine methods for involving students in the learning process. Analyze strategies to promote students' participation in the classroom. Describe strategies to enhance student responsibility and social development.</p>	<p>2C: Creating a Positive Learning Climate 3A: Communication 3B: Student Engagement</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Apply questioning techniques and learning activities that elicit, engage, and challenge a student's thinking.</p> <p>Evaluate the key components of inquiry-based learning.</p> <p>Use appropriate cooperative learning strategies in the teaching of mathematics and science.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Develop effective strategies for small group instruction.</p> <p>Analyze effective motivational techniques for mathematics students.</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Implement strategies for teaching effective lessons through the use of problem-solving techniques.</p> <p>Use questioning techniques that develop students' higher order thinking skills.</p>	<p>2C: Creating a Positive Learning Climate</p> <p>3A: Communication</p> <p>3B: Student Engagement</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
6. Communication Skills: The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (continued)	<p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Analyze the use of a wide variety of teaching strategies in the social studies classroom.</p> <p>Identify traditional and alternative instructional strategies to use with middle and high school students.</p> <p>Compare and contrast different levels of questioning using Bloom's Taxonomy.</p> <p>Analyze specific questioning strategies using different levels of questioning for the social studies classroom.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Investigate and evaluate various instructional strategies in science education.</p> <p>Develop demonstrations and inquiry activities for students to use in a science classroom and/or lab setting.</p>	<p>2C: Creating a Positive Learning Climate</p> <p>3A: Communication</p> <p>3B: Student Engagement</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies.	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Analyze the reading process.</p> <p>Identify theories and principles on which effective reading is based.</p> <p>Analyze ways to organize and manage diagnostic information.</p> <p>Analyze the relationship of listening, speaking, reading, writing, and thinking.</p> <p>Examine the elements of reading comprehension.</p> <p>Analyze various study strategies and their application.</p> <p>Identify instructional strategies and activities for language acquisition.</p> <p>Examine word attack strategies readers use to process written language for meaning.</p> <p>Analyze print processing techniques and how they relate to developing appropriate and useful reading strategies.</p> <p>Examine pre-reading, during-reading, and post-reading activities that enhance comprehension.</p> <p>Identify instructional practices and methods for teaching comprehension.</p> <p>Evaluate pedagogical approaches in vocabulary development.</p> <p>Describe the stages of the writing process.</p> <p>Identify student and teacher behaviors during the various stages of the writing process.</p> <p>Integrate children's literature into content area instruction.</p> <p>Examine the use of effective oral reading practices to support literacy development.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Examine the content and skills associated with history and social science instruction.</p> <p>Analyze the nature of citizenship education and its potential impact on students.</p> <p>Compare and contrast the different content areas that comprise history and social science.</p> <p>Examine ways in which history and social science may fit within an elementary curriculum.</p> <p>Apply national and state history and social science standards.</p> <p>Create a unit skeleton that includes goals, objectives, essential questions, sample activities, and assessment tasks.</p> <p>Create lessons that require students to utilize critical thinking and study skills.</p> <p>Explain how to use questioning for critical thinking.</p> <p>Create lessons that incorporate strategies for active learning.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Identify the specific content and process standards in P-8 mathematics and science.</p> <p>Apply national and local mathematics and science standards to instruction and assessment.</p> <p>Analyze the impact that student culture, ideas, learning styles, and mathematics and science dispositions have on mathematics and science instruction.</p> <p>Analyze a variety of learning tools designed to help students reason, make connections, solve problems, and communicate.</p> <p>Develop an integrated unit involving mathematics, science, technology and other content areas as appropriate.</p> <p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Describe the importance of visual and performing arts in the P-8 curriculum.</p> <p>Use appropriate vocabulary to identify and describe components of visual and performing arts.</p> <p>Identify the national standards in movement, music, theater, and visual arts.</p> <p>Identify community resources.</p> <p>Examine electronic and print resources.</p> <p>Analyze visual art media and materials appropriate to classroom instruction.</p> <p>Analyze performing arts equipment appropriate to classroom instruction.</p> <p>Create a lesson plan for each area of visual, movement, music, and theater arts.</p> <p>Create a unit of study that integrates visual or performing arts with at least one other content area.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Identify the framework content for physical education and health.</p> <p>Examine ways in which physical education and health fit within the elementary curriculum.</p> <p>Examine state and national physical education and health standards.</p> <p>Apply the stages of human growth and development in P-8 students to healthy lifestyle, self-concept, and wellness.</p> <p>Analyze instructional techniques and methods for the health curriculum.</p> <p>Evaluate materials and resources related to the health curriculum.</p> <p>Apply the stages of human growth and development in P-8 students to human movement, skill development, and fitness.</p> <p>Analyze instructional techniques and methods for the physical education curriculum.</p> <p>Evaluate materials and resources related to the physical education curriculum.</p> <p>Construct themes and content connections for integrated units of study.</p> <p>Design an integrated instructional unit.</p> <p>Demonstrate an age-appropriate integrated lesson that is focused on a key content area of physical education and health.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 542: Curriculum Constructs and Assessment: Reading Methods for Secondary Settings (Secondary)</p> <p>Use pre-reading strategies such as anticipation guides, graphic organizers, Pre-P, and K-W-L charts.</p> <p>Use guided reading strategies such as Re-Quest, K-W-L charts, Question-Answer Relationships (QAR), note-taking, reciprocal teaching, and SQ3R.</p> <p>Use post-reading and study strategies such as semantic mapping, graphic organizers, Venn diagrams, outlining, and summaries.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Create a lesson plan incorporating cooperative learning strategies.</p> <p>Construct an instructional unit.</p> <p>Develop effective and functional lesson plans.</p> <p>Apply state standards to lesson plans.</p> <p>Investigate effective uses of graphing calculators and mathematics software in the classroom.</p> <p>Develop plans for utilizing computers in the mathematics classroom.</p> <p>Analyze appropriate uses of the Internet in the mathematics classroom.</p>	1A: Knowledge of Content and Pedagogy 1B: Instructional Planning and Resources 1C: Instructional Design

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7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Utilize state and national standards to create lesson plans and develop units of study.</p> <p>Analyze the elements of an effective lesson plan that integrates assessment strategies.</p> <p>Examine strategies for building students' comprehension and vocabulary skills in reading.</p> <p>Develop strategies for helping students become reflective readers.</p> <p>Utilize state standards to define the skills students must develop to critically read and respond to a variety of texts.</p> <p>Develop strategies for expanding student literacy through the study of a wide variety of genre.</p> <p>Develop strategies for establishing critical reading skills for various mediums.</p> <p>Analyze the role of technology in English/language arts instruction.</p> <p>Define the developmental stages of writing.</p> <p>Analyze the elements of an effective writing workshop and adapt those elements to meet student needs.</p> <p>Analyze the components of an effective speech.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
7. Instructional Planning Skills: The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals and instructional strategies. (continued)	<p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify relevant content standards to use in structuring lessons and units.</p> <p>Develop essential questions in order to focus a standards-based unit of study.</p> <p>Select appropriate standards for chosen learning goals.</p> <p>Analyze the use of standards-based teaching and learning strategies when constructing social studies lessons and units.</p> <p>Write lesson plans that provide clear instructions for conducting social studies lessons.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify the components of a science unit.</p> <p>Analyze the elements of an effective lesson plan or unit, including assessment.</p> <p>Utilize state and national standards for lesson planning and unit development.</p> <p>Analyze the effects of national and state standards on science curriculum.</p>	<p>1A: Knowledge of Content and Pedagogy</p> <p>1B: Instructional Planning and Resources</p> <p>1C: Instructional Design</p>

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.	<p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Analyze ways to organize and manage diagnostic information.</p> <p>Interpret an Informal Reading Inventory (IRI) or Running Record to identify student strengths, weaknesses, and reading level.</p> <p>Investigate the use of informal assessments.</p> <p>Implement a program of remediation based on assessment findings.</p> <p>Analyze methods of evaluating phonics mastery.</p> <p>Deliver and evaluate lessons or instructional routines based on continuous diagnostic assessment.</p> <p>Compare and contrast methods for evaluating student writing, including analytic scoring.</p> <p>MAT 531: Curriculum Constructs and Assessment: History/Social Science (Elementary)</p> <p>Create assessments that appropriately match the established objectives and include performance-oriented tasks.</p> <p>MAT 532: Curriculum Constructs and Assessment: Science and Math (Elementary)</p> <p>Evaluate assessment techniques, tools, and strategies used to evaluate student learning in mathematics and science.</p> <p>Develop diagnostic, formative, and summative assessments in mathematics and science that are aligned with and guide instruction.</p> <p>Determine the need for ongoing mathematics and science program evaluation.</p>	1D: Assessment

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (continued)	<p>MAT 534: Curriculum Constructs and Assessment: Visual and Performing Arts (Elementary)</p> <p>Create assessments that appropriately match established lesson objectives.</p> <p>MAT 537: Curriculum Constructs and Assessment: Physical Education/Health (Elementary)</p> <p>Create assessments that match established objectives and include performance-oriented tasks.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Evaluate the characteristics of effective mathematics assessment.</p> <p>Compare and contrast assessment strategies, including traditional and authentic assessment.</p> <p>Develop the skills for constructing open-ended assessments.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Analyze the elements of an effective lesson plan that integrates assessment strategies.</p> <p>Analyze the use of rubrics in teaching and evaluating writing.</p> <p>Create a rubric for evaluating speeches.</p> <p>MAT 547: Curriculum Constructs and Assessment: Secondary History/Social Science (Secondary)</p> <p>Identify the goals of assessment in the social studies classroom and the different means of assessing student learning.</p> <p>Evaluate effective assessment strategies for the social studies classroom.</p> <p>Develop standards-based assessments appropriate for the standards-based social studies classroom.</p>	1D: Assessment

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
8. Assessment of Student Learning: The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (continued)	<p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify various strategies for assessing learning outcomes.</p>	1D: Assessment
9. Professional Commitment and Responsibility: The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.	<p>MAT 501: The Art and Science of Teaching (Elementary and Secondary)</p> <p>Examine the professionalization of teaching in the United States.</p> <p>Determine how a teacher's personal background, experiences, and characteristics affect his/her teaching methods and learning styles.</p> <p>Explain how the professional educator's role encompasses parent/community involvement, professional practice, and reflection.</p> <p>MAT 516/518: Student Teaching Seminar I: The Professional Educator (Elementary and Secondary)</p> <p>Analyze the characteristics of the professional educator.</p> <p>Develop a professional growth plan.</p> <p>Evaluate how technology can be used to enhance productivity and professional practice.</p> <p>MAT 544: Curriculum Constructs and Assessment: Secondary Mathematics (Secondary)</p> <p>Analyze the characteristics of a professional mathematics teacher.</p> <p>MAT 546: Curriculum Constructs and Assessment: Secondary English/Language Arts (Secondary)</p> <p>Describe the role and function of an English/language arts professional.</p> <p>MAT 548: Curriculum Constructs and Assessment: Secondary Science (Secondary)</p> <p>Identify opportunities for professional growth and development.</p>	<p>4B: Professionalism</p> <p>4C: Reflection</p>

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IDAHO CORE TEACHER STANDARDS – MAED/TED

STANDARDS	UNIVERSITY OF PHOENIX MAED/TED COURSES	MAED/TED PROGRAM STANDARDS
10. Partnerships: The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.	<p>MAT 515: Instruction and Assessment of English Learners (Elementary and Secondary)</p> <p>Analyze the link between home, school, and community to enhance collaboration between families and educators in the educational process.</p> <p>MAT 517: Survey of Special Populations (Elementary and Secondary)</p> <p>Identify support services, personnel, community resources, and agencies available to provide educational resources.</p> <p>MAT 521: Maintaining an Effective Learning Climate (Elementary and Secondary)</p> <p>Describe strategies to enhance cooperation between parents and teachers.</p> <p>Apply planning and communication skills in preparing for a parent/teacher/student conference.</p> <p>MAT 530: Curriculum Constructs and Assessment: Reading and Language Arts (Elementary)</p> <p>Examine the value and importance of parental support and involvement in literacy development.</p> <p>MAT 591/592: Elementary and Secondary Student Teaching II (Elementary and Secondary)</p> <p>Examine relations within the school among teachers, colleagues, administrators, support staff, and students.</p> <p>Analyze the importance of involving the family and the community in the educational environment.</p> <p>Analyze attributes of an effective parent/teacher conference.</p>	4A: Parent and Community Involvement

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Professional Standards Commission



University of Phoenix, College of Education
March 8, 2007

Introduction

Per the PSC meeting on March 8, 2007 10:30am the University of Phoenix is submitting the supporting documentation for the following programs.

Masters of Arts Education/Teacher Education Secondary

- Idaho Standard Secondary Certificate
 - Mathematics (6-12)
 - Natural Science – Foundations (6-12)
 - Biology
 - Earth and Space Science
 - Chemistry
 - Physics
 - Social Studies – Foundations (6-12)
 - American Government/Civics
 - Economics
 - History
 - Geography
 - English Language Arts (6-12)

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UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

ENGLISH (6-2) Twenty (20) semester credit hours including: LINGUISTICS/GRAMMAR: three (3) semester credit hours AMERICAN LITERATURE: three (3) semester credit hours ENGLISH LITERATURE: three (3) semester credit hours ADVANCED COMPOSITION: six (6) semester credit hours, EXCLUDING the introductory sequence SOME COURSEWORK IN WRITING METHODS FOR TEACHERS OF SECONDARY STUDENTS The remaining credit hours MUST be completed within the English department.	Courses to Meet the Requirement
	Course Deficiencies

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**UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID**

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

BIOLOGICAL SCIENCE (612) Twenty (20) semester credit hours to include at least: BOTANY: six (6) semester credit hours ZOOLOGY: six (6) semester credit hours CHEMISTRY (6-12) Twenty (20) semester credit hours in the area of Chemistry. GEOLOGY (6-2) Twenty (20) semester credit hours in the area of Geology. PHYSICS (6-2) Twenty (20) semester credit hours in the area of Physics	Courses to Meet the Requirement
	Course Deficiencies

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UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

MATHEMATICS (6-12) Twenty (20) semester credit hours including coursework in each of the following areas: GEOMETRY LINEAR ALGEBRA DISCRETE MATHEMATICS PROBABILITY AND STATISTICS CALCULUS – MINIMUM of three (3) semester credit hours Statistics coursework may be taken from a department other than the Mathematics department.	Courses to Meet the Requirement
	Course Deficiencies

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UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES
Idaho – MAED/TED-S V04ID

Please use this chart to assist in the preliminary evaluation of transcripts for secondary candidates for the Teacher Education program. A course from the transcript may be used only once. For example, if a world literature course is used as a language arts requirement, that same course cannot be used for a humanities requirement.

SOCIAL STUDIES (6-12) Must have an endorsement in: AMERICAN GOVERNMENT/POLITICAL SCIENCE ECONOMICS HISTORY SOCIOLOGY PSYCHOLOGY, or GEOGRAPHY Plus a minimum of twenty (20) semester credit hours of which the following are REQUIRED :	Courses to Meet the Requirement
	Course Deficiencies

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a **MINIMUM** of six (6) semester credit hours of
general U.S. History Survey;
a **MINIMUM** of three (3) semester credit hours of
AMERICAN GOVERNMENT
The remaining semester credit hours **MUST**
include work from **all** of the following areas:
GEOGRAPHY
ECONOMICS
PSYCHOLOGY
SOCIOLOGY
WORLD HISTORY

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UNOFFICIAL TRANSCRIPT WORKSHEET FOR SECONDARY CANDIDATES

IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

**SOCIAL STUDIES (6-12)
ENHANCEMENTS**

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION SOCIAL STUDIES STANDARD AND	HISTORY STANDARDS OR	GOVERNMENT AND CIVICS STANDARDS OR	ECONOMICS OR	GEOGRAPHY
Knowledge 1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, and humanities). 2. The teacher understands the ways various governments and societies have changed over time. 3. The teacher understands ways in which independent and interdependent systems of trade and production develop. 4. The teacher understands the impact that cultures, religions, technologies, vision/structure for social	Knowledge 1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration). 2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation. 3. The teacher understands how international relations impacted the development of the United States. 4. The teacher understands how significant conflicts defined and continue to define the United States. 5. The teacher understands the political, social, cultural, and economic development of the United States. 6. The teacher understands the political, social, cultural, and economic development of the	Knowledge 1. The teacher understands the relationships between civic life, politics, and government. 2. The teacher understands the foundations and principles of the United States political system (e.g., <u>origins</u> of constitutional law in Western civilization, written constitution, analysis of amendments to the U.S. Constitution, separation of power, suffrage, majority rule/minority rights, federalism, and diverse populations). 3. The teacher understands the organization and formation of the United States government, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution. 4. The teacher understands the	Knowledge 1. The teacher understands basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, price influences, credit/debt, market incentives, interest rate, free market, and imports/exports). 2. The teacher understands the role of money as a medium of exchange. 3. The teacher understands the influences on economic systems (e.g., culture, values, belief systems, environmental and geographic impacts, technology, and governmental decisions). 4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, entrepreneurship, stock markets, banking	Knowledge 1. The teacher understands the spatial organization of peoples, places, and environments. 2. The teacher understands the human and physical characteristics of places and regions. 3. The teacher understands the physical processes that shape and change the patterns of earth's surface. 4. The teacher understands the reasons for the migration and settlement of human populations. 5. The teacher understands how human actions modify the physical environment and how physical systems affect human activity and living conditions. 6. The teacher understands the characteristics and functions of maps, globes, photographs, satellite images, and models.

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<p>justice, and other factors have on worldwide historical processes.</p> <p>5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.</p> <p>6. The teacher understands that geography enables people to comprehend the relationships between people, places, and environments over time.</p> <p>7. The teacher understands the principles and processes of a democratic society.</p> <p>8. The teacher knows the appropriate use of primary and secondary sources (i.e., documents, maps, graphs, charts, tables, and statistical data) in interpreting social studies concepts.</p>	<p>peoples of the world, both Western and non-Western.</p> <p>7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.</p>	<p>significance of United States foreign policy (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, and environmental issues).</p> <p>5. The teacher understands the role of international relations in shaping the United States political system.</p> <p>6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).</p>	<p>institutions, and labor unions).</p> <p>5. The teacher understands how economic institutions shaped history and influence current economic practices.</p> <p>6. The teacher understands the principles of sound personal finance.</p> <p>7. The teacher understands how to engage students in the application of economic concepts.</p>	
<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>	<p>Standard 1 Competency</p> <p><input type="checkbox"/> Met</p> <p><input type="checkbox"/> Not Met</p>

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IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

**SCIENCE (6-12)
ENHANCEMENT**

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION SCIENCE STANDARDS AND	BIOLOGY OR	CHEMISTRY OR	EARTH AND GEOLOGY OR	PHYSICS
Knowledge 1. The teacher knows the history and nature of science and scientific theories. 2. The teacher understands that all sciences are related. 3. The teacher understands the concepts of form and function. 4. The teacher understands the interconnectedness among the science disciplines. 5. The teacher understands the process of scientific inquiry. 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students. 7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.	Knowledge 1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism. 2. The teacher knows the currently accepted taxonomy systems used to classify living things. 3. The teacher understands scientifically accepted theories of how living systems evolve through time. 4. The teacher understands that genetic material and characteristics are passed between generations. 5. The teacher knows biochemical processes that are involved in life functions. 6. The teacher knows that living systems interact with their environment and are interdependent with other systems. 7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue. 8. The teacher understands the	Knowledge 1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy. 2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions. 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry. 4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry. 5. The teacher knows alternative explanations and models of chemistry concepts.	Knowledge 1. The teacher knows how local events can potentially impact local, regional, and global conditions. 2. The teacher understands the rock cycle and the classification systems for rocks and minerals. 3. The teacher understands the interaction among mountain building, earthquakes, oceanic trenches, volcanoes, and continental drift as explained by the theory of plate tectonics. 4. The teacher understands the relationship between the sun, moon and earth in explaining phenomena. 5. The teacher knows earth history as interpreted using scientific evidence. 6. The teacher understands the composition of the earth and its atmosphere. 7. The teacher understands the processes of erosion, weathering, and soil development (e.g., mass wasting, spheroidal weathering,	Knowledge 1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world. 2. The teacher understands the major concepts and principles of the basic areas of physics, including mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics. 3. The teacher knows how to apply appropriate mathematical principles of algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics. 4. The teacher understands contemporary physics events and research. 5. The teacher knows multiple explanations and models of

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	<p>cell as the basis for all living organisms and how cells carry out life functions. .</p> <p>9. The teacher understands how matter and energy flow through living and non-living systems.</p> <p>10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.</p>		<p>alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).</p> <p>8. The teacher knows the multiple scientific theories of the origin of galaxies, planets, and stars.</p> <p>9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.</p> <p>10. The teacher understands the flow of energy and matter through earth and astronomic systems.</p> <p>11. The teacher knows the concepts of weather and climate.</p> <p>12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.</p>	<p>physical phenomena and the process of developing and evaluating explanations of the physical world.</p> <p>6. The teacher knows the history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.</p>
Standard 1 Competency <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Standard 1 Competency <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Standard 1 Competency <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Standard 1 Competency <input type="checkbox"/> Met <input type="checkbox"/> Not Met	Standard 1 Competency <input type="checkbox"/> Met <input type="checkbox"/> Not Met

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IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

**LANGUAGE ARTS (6-12)
ENHANCEMENT**

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION LANGUAGE ARTS STANDARDS

Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.
7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and nonprint media.
9. The teacher understands the history of the English language.
10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.

Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency
<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met	<input type="checkbox"/> Met
<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met	<input type="checkbox"/> Not Met

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IDAHO STANDARD FOR INITIAL CERTIFICATION FOR PROFESSIONAL SCHOOL PERSONNEL

***MATH (6-12)
ENHANCEMENT***

IN ADDITION TO THE CORE STANDARDS THE FOUNDATION AND ENHANCEMENTS STANDARDS WILL BE VERIFIED.

FOUNDATION MATH STANDARDS

KNOWLEDGE

1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency	Standard 1 Competency
<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met	<input type="checkbox"/> Met <input type="checkbox"/> Not Met

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

***IDAHO ADMINISTRATIVE CODE
State Board of Education Rules***

***IDAPA 08.02.02
Governing Uniformity***

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.

The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated. (4-6-05)

**IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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SUBJECT

Appointment to Professional Standards Commission – Secondary Principal Representative

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND

Idaho Statute sets forth the criteria for membership in the Professional Standards Commission including one representative of the Idaho Association of Secondary School Principals.

DISCUSSION

Nominations were sought for the position. Resumes for interested individuals are attached.

IMPACT

N/A

ATTACHMENTS

Carolyn Rapp, Boise School District	Page 3
Steve Smith, Post Falls School District	Page 7
Randy Schrader, Caldwell School District	Page 9

STAFF RECOMMENDATIONS AND COMMENTS

N/A

BOARD ACTION

A motion to approve _____ as a member of the Professional Standards Committee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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CAROLYN RAPP
5331 E. Softwood Court
Boise, Idaho 83716
(208) 344-9839

Administration Experience:

- 1998 – *Boise High School Assistant Principal*
- *Boise School District (BSD) Grant Committee*
 - *BSD Safe and Inclusive Schools Committee*
 - *BSD Job Classification for Classified Employees Committee*
 - *BSD ISAT 10 Remediation Committee*
 - *BSD High School Redesign Committee*
- 1994 – 98 *Boise Evening School Principal*
- 1993 & 94 *Summer Plus (alternative summer school) Principal*
- 1990 – 93 *Boise Evening School Assistant Principal*
- 1992 *2+2 Alternative Summer School Assistant Principal*

Other Professional Experience:

- 1990 – 98 *Secondary Counselor, Capital High School*
- *Site Based Management Team*
 - *School-to-Work Committee, chairperson*
 - *College Bound Co-Chairperson; College Fair Committee*
- 1991 *2+2 Alternative Summer School Counselor*
- 1986 – 90 *Secondary Counselor, South Junior High School*
- *Idaho School Counselors Association Board of Directors*
 - *Curriculum Writer for Counseling Classroom Units*
 - *BSD Calendar and Homework Policy Committees*
- 1978 – 86 *Science Teacher, West Junior High School*
- *Earth Science Club Founder and Advisor*
 - *President of Idaho Science Teachers Association (ISTA)*
 - *Chairperson of 3 ISTA State Conventions*
 - *Organizer of 2 Aerospace Education Workshops and CAP Airlifts to Kennedy Space Center and Ames Research Center for 50 educators each time*
- 1969 – 70 *Biology Teacher, North Eugene High School – Eugene, Oregon*
- 1967 – 68 *Science & English Teacher, U.S. Military Dependent High School – Germany*

Community Fund-Raising Drives

- *Cancer Drive Area Chairperson, 1975*
- *March of Dimes Area Chairperson, 1973*

Boise Chapter Red Cross – taught Basic First Aid to Cub Scouts and Girl Scouts, 1980-82

Cub Scout Den Leader (1981-82) and Girl Scout Co-Leader (1979-81)

Boise League of Women Voters – board of directors and various offices – 1970-80

Honors:

IASSP 2004 Outstanding Secondary Assistant Principal Award

Professional Intern in Senator James McClure's Washington, D.C. Office, 1985 – one teacher chosen each summer to experience the political, educational and cultural life in the nation's capital.

NEWMASST Participant, 1986- select group of science and math teachers chosen to participate in two-week summer workshop at Ames Research Center, sponsored by NASA and NSTA

Phi Beta Kappa

Mortar Board (president)

Professional Organizations:

*IASSP, IASA and NASSP
ASCD
NWEA*

Education:

*May, 1989 Education Specialist Degree in School Administration
University of Idaho, Moscow, Idaho*

*Dec., 1984 Counseling Certification – Albertson College of Idaho
Caldwell, Idaho*

*July, 1982 M. Ed. Degree in Educational Administration
University of Idaho, Moscow, Idaho*

*June, 1967 B.A. Degree in Biology – University of Oregon
Eugene, Oregon*

Community and Professional Service:

NWEA (Northwest Women for Educational Action), 1988 – present

- *President, 2000-01*
- *Member of board of director, 1990-2001*

Presenter on sexual harassment curriculum at NW Lab Equity Conference, Portland, OR, 1996

Boise River Festival Volunteer and member of Visitor Services Committee, 1995-2002

AFS Board of Directors and Chairperson of Liaisons for foreign exchange students in Boise area, 1988-1992

- *Host family for Norwegian female exchange student, 1989-90*
- *Host family for German male exchange student, 1987-88*

The Discovery Center Education Committee, 1989-90

Presenter, "Developing a Successful Earth Science Club," at National Science Teachers Association (NSTA) national convention in San Francisco, 1986

NSTA CAG Advisory Board, 1985-88

Boise Education Association

- *Calendar Committee, 1984-90*
- *Faculty Representative, 1982-85*
- *Sabbatical Leave Committee, 1982-84*

Healthwise, Inc. (nonprofit health education agency)

- *President of board of directors, 1980-83*
- *Incorporator and member of board of directors, 1975-90*

Gem Health Association (health maintenance organization)

- *Member of Executive Committee, 1978-79*
- *Chairperson of Member Services Committee, 1978-79*
- *Member of board of directors, 1977-1979*

Boise Cooperative Nursery School, Inc.

- *President of board of directors, 1975-76*
- *Member of board of directors, 1974-76*

Church

- *President of church council, 1987*
- *Member of church council, 1981-1987*
- *Developer and teacher of junior high sex education mini-course, 1983 & 1986, and drug education mini-course, 1984 & 1987*
- *Sunday School Superintendent, 1977-80*
- *Sunday School Teacher, 1973-77, 1983-87*

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STEVE L. SMITH
2832 E. Poleline Ave
Post Falls, Idaho 83877
Cell: (208) 661 - 6436
Work: (208) 773 - 0581

SUMMARY OF QUALIFICATIONS

- *** Initial Superintendent Certificate
- *** Continuing P - 12 Principal Certificate
- *** District Administrator in charge of all Athletic Directors/Finances
- *** Standard (K-12) Teaching Certificate
- *** Educational Staff Associate (ESA) Certificate - (Counseling)
- *** Staff/Student Trainer Certification - (Conflict Resolution)
- *** Intermediate, Middle, and Senior High Experience

AREAS OF EXPERIENCE

Strategic Planning	Site Planning/Action Teams
Alternative Scheduling	Block Scheduling
Personnel Management	Educational Technology
Staff Evaluation	Curriculum Development
Education Reform/CSL	Multi-cultural Involvement
Student Organizations	Public Relations
Discipline/Alternatives	Parent Organizations/Volunteers
Athletic/Activities Management	Master Scheduling
Technology and Education	Fund Raising
Title IX	Career/Guidance
At Risk Students	Career Opportunities
Pupil Services	IDEA Legislation
Shared Decision Making	Gifted/Talented
Facilities Management	Self-Study Process
Building-based Management	School Performance Reports
Building/District Budgeting	Learning Improvement Plans
Recruitment/Hiring	

PRESENT POSITION

Principal
Post Falls High School
Post Falls School District #273
Post Falls, Idaho

AWARDS/HONORS/OFFICES

2002 -2003 Met Life/AWSP state of Washington Middle Level Principal of Year
2002 -2003 President-elect of AWMLP
2000 -2003 AWMLP Eastside Vice President
1998 -2002 AWMLP Regional Director
1993 -1994 President, Greater Yakima Middle Level Principals Association
1990 -1994 State Board Member - Middle Level Curriculum – Greater Yakima
1987 -1988 Winner; Washington Award for Excellence in Education
(Christa McAuliffe Award-Administration)
1987 -1988 Administrator of the Year; Washington Journalism Education
Association
1979 -1980 Governor's Intern Advisory Board (Standards and Practices)

MEMBERSHIPS – Professional

Washington Association of Middle Level Principals
National Association of Secondary School Principals
Washington State Association for Middle Level Education
Association for Supervision and Curriculum Development (ASCD)

MEMBERSHIPS - PERSONAL

Washington State Horseman
International Arabian Horse Association
American Polled Hereford Association

EDUCATION

1999 Certificate Superintendents Credential
Washington State University
Pullman, Washington

1979 Certificate Secondary Principals Credential
Major: Educational Administration
Central Washington University
Ellensburg, Washington

1976 MS/Ed Masters of Science in Education
Major: Counseling and Guidance
Portland State University
Portland, Oregon

1972 BA/Ed Bachelor of Arts in Education
Major: Social Science - Broad Area
Central Washington State College
Ellensburg, Washington

9881 W. Alliance St
Boise, ID 83704

208-697-0404
rschrader3j@msn.com

Randy Schrader

Objective	To work in a progressive school district focused on high student achievement and teacher accountability.		
Experience	2003 - Current	Jefferson Middle School	Caldwell, ID
	Principal		
	<ul style="list-style-type: none">▪ Transitioned the school from a Junior High to a Middle School▪ Improved ISAT test scores▪ Increased staff to provide needed student interventions▪ Reformatted master schedule to increase instruction in Reading and Math		
	2001 - 2003	Jefferson Middle School	Caldwell, ID
	Assistant Principal		
	<ul style="list-style-type: none">▪ Collaborated on District Power Standards.▪ Brought all teachers up to speed and using electronic grade books▪ Shared responsibilities for teacher evaluations		
	1998 - 2001	Parma High School	Parma, ID
	Principal		
	<ul style="list-style-type: none">▪ Awarded Goals 2000 Grant for Online Curriculum writing and Alignment▪ Helped establish COSSA's Professional Technical Academy.▪ Helped revise district wide teacher evaluation plan and form.		
	1995 - 1998	Maranatha Christian School	Boise, ID
	Administrator/Teacher/Head Football Coach		
	<ul style="list-style-type: none">▪ Led committee rewriting and aligning curriculum K - 12.▪ Began all new athletic programs▪ All Athletic Director duties▪ All Administrative duties.		
Degrees Awarded	<ul style="list-style-type: none">▪ B.S., Physical Education, Secondary Ed. 1988▪ MS Educational Administration. 1997		
Special Training	I have expertise in teacher instructional improvement as most of my post Masters Degree coursework deals with improving student performance through increased and focused professional development. I consider myself and expert in technology and building school improvement plans reliant upon data-driven decision making.		

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APPLICABLE STATUTE, RULE OR POLICY

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1252. PROFESSIONAL STANDARDS COMMISSION -- MEMBERS -- APPOINTMENT -- TERMS. A professional standards commission is hereby created in the department of education, consisting of eighteen (18) members, one (1) of whom shall be a member of the staff of the state department of education, and one (1) of whom shall be a member of the staff of the division of professional-technical education, to be appointed by the state board of education. The members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system of the state and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. Such expansion of membership on the professional standards commission shall not require reaffirmation of the codes and standards of ethics and rules of procedure used by the professional standards commission.

Except for the member from the staff of the state department of education, and the member from the staff of the division of professional-technical education, three (3) nominees for each position on the commission shall be submitted to the state superintendent of public instruction, for the consideration of the state board of education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho association of school superintendents may submit nominees for one (1) position, the Idaho association of secondary school principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho school boards association may submit nominees for one (1) position; the Idaho association of special education administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position.

The state board of education shall appoint or reappoint members of the commission for terms of three (3) years.

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STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

INSTITUTION/ AGENCY AGENDA
STATE DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

SUBJECT

Development of a Memorandum of Understanding between the Department of Education and the Division of Professional-Technical Education for the Division to assume administrative responsibility for Adult Basic Education (including GED), Veterans Education Coordination, and Proprietary school coordination for FY08.

BACKGROUND

The Department has had administrative responsibility for these programs for a number of years. The programs deal exclusively with postsecondary institutions, and therefore do not fit well within the Department's mission. The Division does have a significant postsecondary function and could incorporate these positions into its operations and mission.

DISCUSSION

The Division of Professional-Technical Education is requesting permission to enter into a Memorandum of Understanding with the Department of Education to move the administrative functions and responsibilities, funding including federal appropriation and miscellaneous revenues for ABE, GED, veterans and proprietary schools for FY2008. It is the intent of the Division of Professional-Technical Education to request permission from the Board to include the transfer of these functions, including four FTP and related funding, in the FY2009 budget request. In addition the Division intends to ask for 2 additional FTPs to cover the existing people who are employed in group positions within the Department. The Memorandum of Understanding is necessary as it was not possible to work out all the details after the new administration took office and determined that this was a desirable move in time to submit the proposal to the Board and legislature for the FY08 budget. Rationale for this move includes:

1. Many of the ABE programs are funded through the technical colleges. The Division already has relationships with those colleges including a regular funding process that could simplify record keeping for the institutions.
2. The ABE programs work collaboratively with the technical college counseling centers and Centers for New Directions. The Division has people who are working with those groups on a regular basis.
3. The Division has a significant role in educating adults. The working environment would be one in which ABE state staff could work supportively and

STATE DEPARTMENT OF EDUCATION
APRIL 18-20, 2007

collaboratively. This could expand the ability of the state to improve ABE services.

4. ABE is funded through the Office of Vocational and Adult Education which is also the Office that funds career-technical education. The Division has a long and successful history of working with this office. In many states the responsibility for ABE lies with the CTE director.

5. All of the veterans programs are at the postsecondary level and most of them deal with professional-technical training. This is equally true for the proprietary schools.

IMPACT

Expand the Division of Professional-Technical Education's role in providing ABE (including GED), veteran's education oversight and proprietary school oversight. It would be the Division's intent to propose significant modifications to the proprietary school oversight process.

STAFF COMMENTS AND RECOMMENDATIONS

The staff recommends approval of the Division of Professional-Technical Education's request to develop a Memorandum of Understanding with the Department of Education.

BOARD ACTION

A motion to approve a Memorandum of Understanding with the Department of Education and the Division of Professional-Technical Education to move Veterans Education Coordination, and Proprietary School coordination including administrative functions and responsibilities, beginning July 1, 2007. Transfer of funding, including federal appropriation and miscellaneous revenues will be done as appropriate through the state fiscal management processes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the development and implementation of a Memorandum of Understanding with the Department of Education and the Division of Professional-Technical Education to move Adult Basic Education and General Education Diploma program coordination including administrative functions and responsibilities, beginning July 1, 2007. Transfer of funding, including federal appropriation and miscellaneous revenues will be done as appropriate through the state fiscal management processes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____